

## Local Offer: Childminders



Special Educational  
Needs & Disability

<b>1. Business name and Ofsted number:</b> Beverly Robbins EY 406294
<b>2. Who is your named Special Educational Needs and Disability contact?</b> Bev Robbins
<b>3. Provide a short paragraph about your ethos/mission statement for including children and young people with Special Educational Need and Disability (SEND). How do you aim to meet the unique needs of the child?</b> <ul style="list-style-type: none"><li>• I believe that children have the right to be in a safe, nurturing, and relaxed environment which enables them to express themselves for who they are.</li><li>• I provide a range of challenging and enjoyable opportunities for each child to learn and develop to their full potential, taking into account age and stage of development, gender, ethnicity, religion, home language, and ability.</li><li>• Children are all intelligent and creative learners and develop best through play and experiment</li><li>• Children have a right to be heard and I make it possible, by being an advocate for them. I follow the child's interest and match their learning to them, not trying to mould them into what they 'must' learn.</li><li>• Children have a right to be respected and show respect to others.</li><li>• I celebrate the uniqueness of each child and help them to develop and maintain that uniqueness.</li></ul>
<b>4. How do you identify that a child is not meeting appropriate age related milestones and what do you do in this case? How do you find out what matters to the child and their family?</b> <p>When first attending my setting I sit together with the parents and discuss their and the child's needs and requirements. The parents are encouraged to take an active role in the settling in period so that both child and parent/ carer feel supported and valued during this transition. Through observations and conversations with the parents, together we compile and 'All About Me' profile which details all the child's likes, abilities and preferences. I carry out regular progress checks on the mindees in my setting to identify they are making appropriate progress in all areas of learning. Each child has a learning journal which is shared with the parent/ carer on a regular basis for parents to review and comment on their child's progress. I carry out a 2 year Progress Check which covers the Prime Areas of learning, which assists in identifying areas where the child may be falling behind but also</p>

excelling. The emphasis of the progress checks are on what the child can actually do.

**5. How do you promote positive relationships and ensure good, ongoing communication with families? How will families know what progress their children are making, how to access additional support and what they can do at home to help?**

All under 1's have a daily diary which details relevant information about the child's day such as amount of milk/ amt of solid food, number of changed nappies etc. All other parents are given a daily run down of what their child has been doing and where we have been. Once I have completed the progress check parents are invited to comment and reflect on their child's progress and identify things they have noted. I invite the parents to a 3-6monthly review where we are able to have a discussion surrounding their child and their needs and give us a chance to identify where perhaps we could focus our attention more.

**6. How will you communicate with other providers who care for a child, or with providers who will be caring for the child? How do you support children to experience a smooth transition to school or a different situation?**

I will obtain permission from parents to be able to communicate with other providers who also have an involvement with the care of the child. When children transition from one setting to another they are supported emotionally and all relevant transition documents are completed and handed to the new setting/ school.

**7. How do you provide an enabling environment for all the children in your care? Are there quiet areas and fully accessible spaces? What other adjustments can you make? What about the physical environment in and outside your setting?**

I offer a wide range of activities and resources which reflect the diversity of each child and their local community and wider community. Children are offered activities that meet their learning needs. I make use of all areas of my home to provide different areas for the children. We make great use of the physical space outside to offer the children increased confidence in their physical development. Leading by example I will challenge all kinds of prejudice and stereotypes through gentle education.

**8. What qualities, skills and experience do you (and your staff) have to support a child's unique needs?**

I attend regular trainings, childminding and playworkers conferences. I have a Level 3 Children and Young People's Workforce, B&NES Baby and Toddler Quality Assurance, Bristol Standards Quality Assurance, Emotion Coaching, Diploma in Life Coaching, Level 3 in Training and Development. I have policies and procedures in place such as Positive Behaviour, Inclusion, Working with Parents etc.