



Buttercup Barn Day Nursery

Claysend Farm, Newton St Loe, Bath, BA2 9JE

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www.buttercupbarndaynursery.co.uk

OFSTED Registration - EY 400 741

Our ethos :

Our idyllic setting provides a happy, caring and stimulating environment to play, explore and learn in.

We focus on building strong relationships with our families so we can work together to ensure that each child can reach their potential.

How do we aim to meet the unique needs of a child with Special Educational Needs and/ or a Disability?

We want our nursery to be inclusive and accessible to all children who would like to come to our setting. When assessing the needs of a child with a special Need or Disability we start by meeting with the parents of the child and by working with any external agencies that either currently support the child or are needed to support the child.

We ensure that the child who needs extra support is not separated from their friends where possible and that as much as we can is carried out within the nursery environment along with peers participating. There are times where the child needing SEN gets more from the session on a 1 to 1 basis in a quieter area allowing them to have full concentration and an adult supporting them. What works best for the individual child is determined by the key person along with the parent to make sure their needs are being met.



We identify children's development on a weekly basis through general observations which relate to each of the main developmental areas of the Early Years Foundation Stage. Using the evidence collected we produce a detailed report every three months and hold a parents evening twice a year to see the child's stage of development. However, if a staff member has concerns of a child not meeting sufficient milestones we follow the graduated response. These are:

Identify- Staff member will inform our SENCO about a concern they may have and will discuss with the child's parents if we feel further assessment is needed.

Assess- Specific observations will be taken making in depth analysis and liaising very closely with parents. After relevant evidence is collated a meeting will be held with the parents to discuss our next actions and if any other professionals needs to be involved to support with the child's development.

Respond- Staff will then work closely with both parents and relevant professional to set up a realistic individual educational plan (IEP). This will also include example activities taken from the child's interest that can be played at home with resources supplied from nursery. Staff will work on these targets every week, writing a brief summary each time so we can easily monitor a child's progress. A review meeting then takes place every six weeks with the parents to share the child's progress both at home and in the nursery environment.

If there are a range of professionals involved or needing to be involved with a child then a 'team around the child meeting' (TAC) will be set up. This allows us to be working in a holistic team, sharing important information and observations to devise realistic targets from the evidence collated in different environments.

We are a nursery who value our parent's ideas and feedback and will always make time to discuss any worries/concerns in both the nursery and home environment. We offer support where we can and have done home visits where possible following our strict confidentiality policy.

Parents are also involved in parent committee meetings which is open to all parents. Here we discuss changes that are happening in the nursery and allow parents to share their own ideas on how to develop the nursery further and be a part of the decision making process. Also twice a year a questionnaire is handed out to each age group whereby the parents respond to approximately 20 varied questions. Feedback is then shared in our staff meetings, reflecting on the positives and how we can develop further on any comments or suggestions made by parents

A social gathering is held twice a year whereby all families and friends are invited. There are plenty of activities for the children including our main feature the tractor ride. The parents learn more about the village history and the children can enjoy looking at farm animals. There are both quiet and active areas available to suit each individual family.

We want our nursery to be accessible to all children who would like to use it, areas are open and children have access to all areas during 'busy times' in the routine. However, our building is set across a number of different levels making it unsuitable for a wheel chair user

As a setting we are very aware that change for some children can be very difficult to deal with. Therefore we try and support both children and parents as much as possible to prepare them for a change within the nursery environment, new transition to settings, for example school or even a change with who is collecting the child. We have put in place a range of strategies that is focused on each individual child.

In our baby and 2-5 year room we have clear visual displays which outline the structure and routine of the day. This has supported children who have now been diagnosed with autism. Also gradual change within the environment has supported with anxiety, emotional outbreaks and erratic changes in behaviour, enabling children to feel safe and secure when being a part of change.



If a child attends a different setting we devise a communication book. This is focused on the child's individual interests, development and behaviour in each setting.

The information within the book may include:

- The child's weekly interests
- A photocopy of a child's IEP (If they have one)
- An updated report every 3-4months
- Change in behaviour towards certain activities or peers
- General comments and questions.

Together we then devise a meeting to discuss a child's learning and build a better understanding of how a particular child develops in different environments. The timescales of a meeting will be dependent on the child's needs. If we feel a meeting is not needed we continue contact through regular phone calls and their communication book.

Communication books have also been used when visiting the school environment. These have been beneficial to maintain a visual display of their new environment and to share their experiences with close staff members and their peers.

To support with confidence and emotional well-being some of our children have benefited from attending extra small group school sessions. These sessions allow children to build on their social confidence through sharing experiences and build bonds with new adults.

Two parents from the setting have written a short description on their transition experience.

"We were fully supported, involved and kept informed of the processes and plans to help get Sophie ready for school. All areas of funding and transition support were explored. The transition support allowed Sophie more time to spend in her new school environment with her peers and adapted equipment, which increased her confidence moving around without worry. It also gave school staff more opportunity to understand Sophie's strengths and difficulties. At the beginning of transition support she was worried about going into the school environment, which reduced with time, support and reassurance from staff and family.

Sophie was supported by staff with the emotional and physical preparation for school. Regular 'around the child meetings' were organised and chaired by staff from Buttercup Barn. These meetings allowed for all involved in Sophie's care and future development to assess, plan, implement and evaluate processes to support Sophie. Sophie is now very confident and looking forward to starting school. She is comfortable and proud to inform us about the things that school has so she can access all areas."

"The staff at Buttercup Barn have been an incredible support to us over the years but particularly when preparing my eldest child for starting school. My son's key worker explained that they thought it would be beneficial for him to attend a programme called 'Get Set for School' as he has a tendency to be shy and self-conscious in large groups and often has difficulty adapting to change.

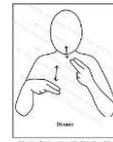
*enhance
The programme of additional settling in sessions at his new school provided him with the opportunity to bond with the teaching staff, get used to the classroom and school surroundings and make new friends in his class. The nursery staff continued the support at nursery by gently introducing the topic of school ahead of the programme and encouraging him to talk about his experiences once the programme had started.*

As a result, not only is my son looking forward to starting school but I am also reassured that he will be able to cope and adapt well to school life and I have the wonderful staff at Buttercup Barn to thank for that".

Our staff have supported children with very diverse needs and therefore have been on influential training to ensure they have a clear understanding of each child's need and how to promote a fun and inclusive learning environment for all children to be in.

Training includes:

Makaton- This is used daily for basic communication skills and during songs.



skills and during



Speech and language- This has developed staff techniques and awareness of the different types of language delays to be aware of and how a child hears language.

Behaviour- Teaching why certain behaviours may occur and looking at how to resolve conflict in a positive way.

Emotional coaching- Strategies to support children who find it difficult to express/ share feelings.



Active play- Looking at how to support all children to become active in a range of fun ways. This is closely linked to the healthy eating award. Providing information on portion control and working closely with parents to decrease obesity in young children.

Fussy eating- Defining what is a fussy eater and providing activities that explore textures, taste and smell.



Senco training- There are lots of training throughout the year which are workshop and lecture based. Sam has been taught about scientific aspects behind a range of conditions, how to support a range of children and it gives the opportunity to talk to a range of professionals about certain concerns or future training you would like to happen.

Here are some case studies of children who are/ have been in our care. The main focus is on the child's need, difficulties they have had and how they have been resolved.

"S" is 4 years old and has been at Buttercup barn since she was 1 years old.



"It can be very daunting as a new parent when your child has additional needs. We could not ask for anymore from the Buttercup Barn staff and her Senco in particular.

Our daughter has Achondroplasia and has additional physical needs due to this. Her needs within the setting have been assessed and reviewed on a regular basis, with their main aim always to ensure her independence and inclusion with her peers. Sam found appropriate funding to ensure there was an adapted bike so she could take part with her peers.

Staff work openly with all agencies involved in our daughters care to ensure all equipment and support she requires is available.

As parents we have always felt any concerns or worries regarding our daughter have been dealt with empathy and in a professional and timely manner. We have always felt fully informed in the progress of equipment and her development.

When our daughter raised her own worries staff were quick to deal with her concerns providing appropriate support such as allowing role model visits and discussing topic matters with her and her peers. She has become more confident about her additional needs and ways of explaining them to others."

"Monty has a deep rooted fear of food.

We are not certain whether this is innate or a learned behaviour possibly stemming from his oesophageal reflux.

When Monty joined the Buttercup Barn day nursery toddler room aged 2, the range of foods he would eat was extremely limited. He also found it difficult to eat amongst others.

Sam took an interest in Monty's eating and encouraged him to eat whilst at nursery. She would arrange her lunch break to ensure she was available to sit with him, and encouraged him to eat with the other children.

She focussed on new tastes and textures and persuaded him to try some new foods using breadsticks rather than cutlery. She used gentle on-side encouragement and he began to trust Sam.

She made a huge breakthrough with him trying cheese, a food that has become one of his staples.

Sam even came to our home to extend her support with Monty and to try and break down his reluctance to try new foods at home.

Monty is now almost five and his range of foods has increased a little but it is a very slow and difficult process to get him to try anything new. We still use breadsticks as a method for 'diluting' new tastes and this is the only way he will try things.

We are eternally grateful for Sam's support and persistence at what was an extremely difficult time. She really went beyond her remit to help us. As a result Sam has become a firm family friend whom we value greatly."



"C" is 2 $\frac{1}{2}$ years old and can show erratic behaviour in the home environment.

Since being at nursery mum and dad have said:-

"C" behaviour has developed with his sister and seems to be more caring and polite. "C" also communicates well with his cousins. "C" understands right and wrong and is and is even sharing with his sister.



"C" will still have two or three tantrums a day at home but mum and dad have learnt to ignore them. Once "C" has calmed down we talk about his emotions. We have been using the emotion cards made by nursery which seem to be working well for both of our children.

We are now being able to have our own time together and the children are happy to go to both sets of family which is a massive improvement. I do not feel anxious anymore about leaving the children because of change in behaviour and atmosphere."

Funding has also been accepted for "C" to support extra hours at nursery so he can continue to develop his awareness of boundaries and learning techniques to channel his behaviour in a positive way.