



Special Educational  
Needs & Disability

## **Caterpillars Day Nursery – Local Offer**

### **How we support children with Special Educational Needs and Disabilities**

Nursery Owner: Jean Lloyd

Setting Name and Address: Caterpillars Day Nursery  
Royal United Hospital  
Combe Park  
Bath BA1 3NG

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Name of Special Educational Needs Co-ordinator: Lesley Gratton

Name of Early Years Professional: Vicky Mahlberg

Person responsible for local offer: Jean Lloyd

### **The Setting**

Caterpillars Day Nursery is a privately run 52-place day nursery registered to care for children aged 0 to 5 years. Situated on the site of the Royal United Hospital, it is primarily a workplace day nursery for staff.

### **Our Vision**

At Caterpillars Day Nursery, we are committed to providing warm and loving care in a safe and secure environment. We realise the importance of working in partnership with parents and carers and we aim to give all children the opportunity to develop as creative, confident and competent learners.

### **Staffing**

We provide consistency with a team of dedicated staff. Most of our staff are experienced and hold a level 3 qualification in Early Years Childcare and Education.

### **What our setting can offer:**

Caterpillars offers sessional or full day care for up to 8 babies aged 0 to 15 months, 20 babies and toddlers aged 15 months to 3 years and 24 children aged 3 to 5 years. We are open from Monday to Friday from 7.15a.m to 6 p.m. The morning session is from 8.30a.m to 1p.m and the afternoon session is from 1.30 to 5.30p.m. We are open for 51 weeks of the year and we are closed on bank holidays and for a week at Christmas.

The owner, Jean Lloyd, takes overall responsibility for the management of the nursery. There are named staff for specific areas, such as Health and Safety, Special Educational Needs and Disabilities, Behaviour Management, Safeguarding and Equality and Diversity. The Early Years Professional (EYP) oversees the quality

of the provision and assists staff in their work within the Early Years Foundation Stage (EYFS).

### **Accessibility and an Inclusive Environment**

Caterpillars is a single storey building which is wheelchair accessible from a nursery set down car park. All areas are on one level and fully accessible. While space is limited for wheelchairs in the children's toilets, there is a suitable adult toilet with wider access specifically for people who need extra help including wheelchair users.

We promote the use of Makaton sign language in the nursery and we display information using signs and symbols. We try to organise quiet times and quiet activities which may help children with hearing and language impairment.

We endeavour to communicate with families whose first language is not English and we can access help when communication may be difficult.

We provide information for parents through our termly newsletter and displaying information on our noticeboard. Parents can find information such as: our news, information about our registration and inspection reports, advice on health issues, local events and our daily menus.

### **Our Rooms**

These consist of a small unit for younger babies with a sleep room and nappy changing area, a large baby and toddler unit with a cot room, quiet room, nappy-changing room and a large pre-school room with access to the children's toilet area.

All rooms are carefully planned to create a learning environment with areas for creative activities, role play and cosy areas where children and staff can spend time calmly. We rearrange furniture as necessary and children have access to resources to help maintain continuous provision. We provide a mixture of child-initiated and adult-led activities. We endeavour to allow access to natural resources such as shells and pebbles, soil, fabric, wood, sand and water, dough and clay in an age-appropriate way.

### **The Garden**

This is accessible along a path with a grassed area, a pergola, raised planters and wildlife area. Exploration is encouraged with a range of outdoor equipment and activities.

### **The Playground**

This is accessible along a short path and children can enjoy the playhouse, climbing equipment, ball play and riding on a variety of cars, trikes and scooters.

### **Off-Site Activities**

We endeavour to take all children from time to time on walks and trips to local shops, recreation ground and library as well as visits for activities in the Art Gallery, Theatre, City Farm and other places of interest further afield.

### **How we identify that children have SEN**

Each child has a key member of staff who forms close relationships with children and their families. In the absence of the key person, a member of the team or 'key family' will take on the responsibility for his/her children.

The key person is responsible for carrying out observations of their key children, recording their progress and development in their learning diary, as well as tracking their progress within the EYFS. It is also the responsibility of the key person to share the information with the parents/carers through the learning diary, informal chats at the beginning and end of each day, formal meetings including parents' evening and stay and play sessions. Any concerns can be discussed or a meeting planned for more in-depth discussion.

Formal assessments are made and recorded each term. These are assessed by our EYP. We also carry out the statutory 2 year old progress check which is shared with the parents and their health visitor.

Any concerns are discussed at monthly Early Intervention meetings within the setting when it is decided whether further observations, assessment or monitoring or referral may be necessary.

### **What happens when a child is identified as having additional needs**

Through observation and assessment as well as discussion with parents/carers, it may be decided that a child needs extra support, which may be achieved in the setting by the key person, while liaising with the SENCo or EYP.

For some children the next step may include referral to other agencies, such as speech and language, physiotherapist or area SENCo. Following discussion and comment from parents/carers, the setting may decide to seek additional support and guidance for practitioners to meet the needs of the children. The SEN policy explains the process of the Graduated Response.

Throughout this process, we keep children and families fully informed and included in the decision-making, as well as obtaining their consent at all stages.

### **How we support children with S. E. N**

The SENCo works with the key person and outside agencies to assess the learning environment, the continuous provision and individual needs of the child to ensure we find the best possible way of meeting these needs.

When the needs of the child has been assessed, we endeavour to access any resources or funding required if these are different to those already available. We also make any adjustments possible in the setting.

Practitioners work with other professionals, both internal and external, who may visit the child within the setting. With support from the SENCo, a targeted plan is formulated which ensures staff can set aside time to provide the relevant support to the child which may be as part of a group or on a one-to-one basis.

### **How we keep parents/carers fully informed and involved**

As well as daily verbal reporting procedures, we are able to make appointments between the family and key person or SENCo for further discussion. Parents can be included in meetings with members of outside agencies. Individual Education Plan meetings and Team Around the Child meetings enable us to share information regarding planned targets. Forming close relationships between the nursery and parents/carers gives us a good basis for communication and working together for the benefit of the child. Our EYP offers tips and advice for parents which they may carry out at home to help their child in their development.

### **Forming links with other settings**

As well as forming strong links with families, we try to link up with childminders and other settings attended by the child to share information. We try to visit children in other settings. This helps us build up a picture of the whole child and helps us in planning our next steps in learning.

### **How we help children in the transition process – starting and leaving nursery**

We welcome children and families into the nursery and provide a thorough and free flexible induction process. Parents/carers and staff share information about the needs of the child. Parents have the opportunity to stay with their child and help them settle in. They can then familiarise themselves with the new environment and build relationships with staff. The key person will ask for 'All About Me' forms to be completed with information to help them to identify the child's needs and interests. A consistent approach is established to help the child transfer from home to the setting. Any need previously identified is discussed and the key person becomes familiar with any plans already in place. We help prepare children by providing photos of the setting to take home. When moving on to a new setting or school, we invite the key person or teacher in the new setting to come to the nursery to see the child in familiar surroundings. The key person or EYP can accompany the child to the school for settling in visits if there is a need. We have an organised transition between the rooms in the nursery. We use role play equipment to familiarise the children in a good way with a prospective new school.

### **What to do if you have concerns about your child's development**

Please speak to your child's key person, the Early Years Professional, room leader or the manager of the nursery. The person you discuss your concerns with will plan some observations to be carried out by the EYP. If there are any concerns that your child may have an additional or special need, they will discuss the matter with you and the SENCo and obtain permission from you to approach outside agencies for an assessment.

### **Funding**

We are able to access the two year old funding and free early years entitlement. We are also able to access funding for one-to-one support if appropriate.

### **Parent Testimonials**

*My son, Ollie, attends Caterpillars Day Nursery. From the baby years to pre-school, the staff have always helped to recognise and fulfil Ollie's potential whilst working with the family and health care professionals to meet any challenges which arise. Caterpillars has most certainly helped to make Ollie the happy, well-adjusted and sociable child that he is.*

Cathy Goss

*We found members of staff at Caterpillars Nursery to be very welcoming, professional and equipped with the information to provide a high standard of support for children attending the nursery, in particular children with special needs. My son currently needs additional support for his learning difficulties due to his developmental delay. We feel the nursery deals with our situation with utmost care and offers us support and advice to assist us with our son when he is not at the nursery. We are grateful to them for taking charge of the situation and making our son's learning consistent and effective. It is a testament to the high calibre of staff and leadership, showing their high level of commitment and dedication to the nursery and children in their care.*

Shamim Rahman