

## Local Offer: Childminders



Special Educational  
Needs & Disability

<p>1. <b>Your name and Ofsted number:</b> Esther Aylett EY478378</p> <p>2.</p>
<p>3. <b>If you work with another childminder does anyone specialise in SEN and D?</b></p>
<p>4. <b>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></p>
<p>All children are unique and have special requirements. I will always aim to meet their needs through communication with parents, training, and making adjustments to the house/routine as needed.</p>
<p>5. <b>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>
<p>Every term I complete a review on the child's progress with the child's parents; this will include referring to the EYFS development document and completing a report. During these reviews, parents and I will discuss any concerns and achievements regarding their child.</p>
<p>6. <b>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?</b></p>
<p>Each child has a learning diary, in which I put in photos, written observations and reports. Parents can have access to this whenever they wish to see it. I try to always spend a few minutes talking to parents both when the child is dropped off, and when they are collected. I hold regular parents meetings, at least once a term, to chat about how we can work together, be consistent and discuss any concerns and achievements. We will discuss how to access additional support if necessary.</p>
<p>7. <b>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?</b></p>
<p>To communicate with other settings a combination of a communication book and discussion is used depending on circumstances.</p> <p>If a child was about to go to school I would complete a transition document and talk to the child about it, through play, role playing schools, and reading books.</p>
<p>8. <b>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?</b></p>
<p>In my home there are many different spaces: quiet areas, play areas and messy areas which are adapted to children's interests, needs and ability. In the house, a child can</p>

make their own choice from a large variety of toys or activities including books, jigsaws, play food, soft toys, shopping till and baskets, cars, dolls, musical instruments and farm animals. In addition to toys they may do play-doh, cooking, singing, dancing to music, reading and craft activities, such as colouring, painting or making things.

Outside, the main garden is equipped with a playhouse, a water/sand tray, an enclosed trampoline and a small slide. Other outside activities will be offered at different times, for example painting with water, patio-chalking and gardening activities such as seed planting or harvesting fruits.

Activities will often be themed and will be tailored according to each child's ability, interests and circumstances. At present my home does not have additional fixtures tailored specifically for children with SEND, but I would be willing to consider their installation if they would be beneficial.

**9. There is an opportunity here for you to tell families what experience you have of working with children with additional needs.**