

Local Offer: Childminders



Special Educational
Needs & Disability

1. Your name and Ofsted number: Sarah Fear EY416935
2. If you work with another childminder does anyone specialise in SEN and D? I have had a lot of experience working with children with SEN and D during my time as both childminder and teacher. I work hard to ensure that positive relationships with parents allow children to develop fully in our setting. We would continue to develop our knowledge and understanding from further training to specifically meet the needs of all children in our care.
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?
Greatwood Cottage supports the needs of all children, our aim is to allow them to flourish through providing an enabling environment and high adult:child ratios. This means that we know the children as unique individuals and provide for them accordingly through positive and caring relationships and planning the learning environment to cater for differing needs.
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?
When children first come to the setting we use parental knowledge to help them to settle well. An "All about me" sheet allows us to find out about their child and their likes and dislikes as well as their needs. A home visit prior to joining the setting allows parents to talk through any concerns and communicate their wishes for their child. Children's learning and development is documented through observations and recorded in their learning diaries and progress records. If a child is not meeting appropriate age related milestones we would follow our SEND policy, first and foremost talking to the parents about their child's needs and how we can support them.
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?
We want children and parents to feel safe and looked after in our setting. We like parents to get involved with their child's learning and as a result children's individual progress is available to all parents and diaries are used to communicate with parents and keep them informed on a daily basis. We are always available to chat to parents before and after sessions and can arrange review meetings at any point throughout the year as well as offering twice yearly get togethers. A summary of their child's learning is discussed with the child's parents termly but comments can also be added to the child's daily diaries for us to see.
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?

Transition periods can be stressful for children and parents alike so we aim to make them as smooth as possible by developing strong links with other settings. This may involve visits to and from other settings as well as “sharing sessions” allowing us to talk to other agencies or settings with parental consent. We use the transition document “Moving on” which is widely recognised in BANES.

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?

Our home-based setting is set in the beautiful Chew Valley and we use the outdoor space for daily Forest School activities. We aim to make our setting as inclusive as possible so would welcome parents to get in touch to discuss their child’s needs and to arrange a visit to the pre-school.

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