

## Local Offer: Early Years Settings



We are Timsbury Pre-school, our Ofsted number is 133098. Our Special Educational Needs and Disabilities Contacts are Vanessa Bradish and Deb Barrett

**Our mission statement:** We provide a stimulating, caring environment where children develop as confident and enquiring individuals.

### **How do you identify that a child is not meeting appropriate age related milestones and what do you do in this case.**

Each child is allocated a keyperson and a buddy keyperson to look after them. Keypersons work closely with the child during each session and especially during allocated keygroup times. We observe each child and decide where he/she 'best fit's' into the EYFS development matters and within the ECAT guidance. These tools together with our experience and expertise can give us the ability to identify any areas for concern.

As parents and carers are the children's first educators we discuss each child's progress at keyperson and parent/carer meetings. If together we identify any areas in which a child would benefit from more support, we discuss ways in which we can adapt our practices and activities to help the child reach his/her full potential or to suit the child's style of learning. This may include using the services of other agencies.

### **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.**

Keypersons will liaise directly with the child's family and carers regularly regarding every day matters but we also invite parents / carers into preschool twice a year to discuss their child's progress.

When a child starts we complete a 2 year developmental check if one has not already been completed. This helps us to identify any areas where the child may need additional support. If the child is already 3 years old when he/she starts at Timsbury Preschool then three times a year we complete a Baner designed progress check to identify any areas where the child may benefit from additional support. The form includes information on how the child can be supported at home

and in the preschool. This form is initially completed by staff and then discussed and shown to the parents at parent/keyperson meetings arranged within the preschool.

When the child's learning journal is sent home parents/carers are encouraged to add photo's and information on activities the child enjoys at home. Parents/carers can also see the Learning Journal and add any information at any time.

**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.**

Keypersons send a letter to other providers via the parents/carers, which describes the child's favourite activities and next steps. Keypersons accompany the children on their visits to the adjoining school. If a child is having difficulty with settling into our preschool we employ certain strategies to help such as staying for short periods, pictures from our visual timetable to take home and home visits etc.

**How do you provide an enabling environment for all 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.**

We make daily notes on what the children are playing with and the resources they are using. We use this information to plan for our continuous provision. Our keygroup activities are based on the children's interests and development needs. If a child needs to rest we have a carpeted area and padded matting, cushions blankets and soft toys. All of our areas inside and out have places for quiet times, creativity and physical play.

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

All of our staff take the time to know the children well and note their interests and abilities in order to plan for their experiences at preschool. All of our staff are very experienced practitioners and we have a very low staff turnover. We have regular team meetings where we discuss and evaluate our practice. We have an on-going improvement plan where we identify and set targets to improve in certain areas of our provision. This involves a whole team approach to meeting those targets via discussing and agreeing strategies between ourselves and outside advice when necessary. When a member of staff attends a training course we share the information and documents from course between the whole team.