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Setting Name and Address	St Thomas Nursery		Telephone Number	01253 789445
	St Thomas' Road		Website Address	St-thomas-nursery.co.uk
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	No			
What age range of pupils does the setting cater for?	2-5			
Name and contact details of your setting SENCO	Deandra Kennedy St Thomas' Road St Anne's FY8 1JN			

Name of Person/Job Title	Linda Zeal Nursery Manager		
Contact telephone number	01253 789445	Email	st.thomasnursery@btconnect.com

The Setting

What the setting provides

St Thomas' Nursery is a private, sessional nursery in the grounds of a local Church of England Primary School (St. Thomas School) in a residential area, offering care and education for 2 to 5 year olds. The children attending generally feed into the school although this is not an automatic process. The nursery also offers 2, 3 and 4 year old funded places and is registered for up to 40 children per session. Our nursery day runs from 8.30 until 3.30pm but a variety of different sessions are available.

Some sessions may include children staying for lunch, which is a packed lunch from home. Children with additional needs will be fully supported, including having a 1-1 at meal times if necessary. We encourage families to provide a healthy meal and offer them support and guidance on this if needed, any children with special dietary needs will be accommodated, and occasionally, certain foods will not be allowed at nursery. Children with dietary or medical needs will have their own care plan and risk assessment and any medication can be administered as needed, with staff accessing training where necessary. After February half-term, the Pre-school children start to go over to school to have their lunch with the school children. Once again the nursery will manage this, arranging wheelchair access, extra staff and catering for special dietary needs as necessary, to make the experience as inclusive to children, as possible.

We are open term time only and try to ensure our holidays are in line with our partner school to support our parents. Although we are a private setting in the grounds of the school, we try as much as possible to liaise with school and try

to generate as much partnership as possible. We may make use of the school family meeting room for CAF and TAF meeting and other events that require a more comfortable and private space.

In our nursery ALL children learn and play together and the nursery is staffed accordingly, adhering to ratios, to make free flow possible and to help keep the children safe, with no prejudice to disability. We have a manager, a supervisor and fully qualified level 3 practitioners. Practitioners all have key children and they work closely together with parents and carers to make sure we provide high quality, effective teaching and learning as well as a welcoming and warm environment, making reasonable adjustments where necessary.

Staff Roles and Responsibilities.

- Linda Zeal - Nursery Manager.
- Anne Swindlehurst - Nursery Supervisor.
- Deandra Kennedy - Nursery SENCO.
- Mandy Slater - FEYE2 Co-ordinator.
- The First Aid Co-ordinator is Linda Zeal
- PICO Co-ordinators are Linda Zeal and Anne Swindlehurst.
- Behaviour Management Co-ordinators are Linda Zeal and Anne Swindlehurst.
- ENCO Co-ordinator Anne Swindlehurst and Sue Slack.
- Safeguarding Children and ECLA Co-ordinator Linda Zeal and Anne Swindlehurst.

Accessibility and Inclusion

We carry out regular Access Action Plans to assess our ability to be as accessible to all who may need to access our space.

Accessibility of our environment

The nursery is a purpose built building. The building is wheelchair accessible from the front entrance/exit and the exterior entrance/exit to the main garden. There is one entrance/exit that is not wheelchair accessible. There is parking on the main road and then a wheelchair friendly, accessible pathway to the nursery. The Nursery is accessed by one main entrance with a low level doorbell as the door is kept locked at all times.

There is a small area outside the nursery which is where we ask parents and staff to park their bikes, prams and scooters to keep all access points and pathways clear of obstruction.

There are five accessible toilets in the building. Three child size toilets in their own individual cubicles which have half height doors, as well as 3 child height wash basins. One child size toilet in a small room with a child size sink, a changing table and washing machine. This room has space for a child's wheelchair, but is used by all children. It is only accessed with an adult otherwise is kept locked at all times. We also have a disabled, adult size toilet which is mainly used by staff and adult visitors. This is fitted with an emergency pull cord system for additional safety.

With the exception of the disabled toilet all doors in the setting are standard door size, doors to the office and 2 smaller rooms have viewing panels within them.

All the rooms are illuminated with strip lighting and there are roller blinds on most windows. The walls are painted in a white with display boards mounted at a mixture of adult and child height. The floors are a mixture of carpet and lino. Rugs are used in some of the areas to make them comfortable for play and relaxation. We have a range of low level surfaces that are used for both play and display. We are a very open plan setting, making it accessible for children who need space and wheelchair users, at the entrance we have a cloak area that has a half height wall so the whole of the nursery can still be seen, we have a kitchen which is accessible to children, some work surfaces are child height and have space to push a wheelchair up to them, so they can comfortably help with snack. The nursery has a few child accessible sinks placed around the setting so that they can wash their hands independently.

We have half termly fire drills and all required extinguishers, blankets, signage and risk assessments in place. Children with a disability or special need would have someone assigned to them in case of evacuation.

The Outdoors environment is accessed mainly by a permanent ramp from the main nursery building but it can also be accessed by a side gate, which is also used to access the front garden of nursery. The Nursery Garden is landscaped with one area elevated, where necessary we would add a ramp to make this accessible for all children. On the elevated area we have an aviary that houses the nurseries two chickens (the children are free to enter this area with adult supervision). We also have a climbing frame with a slide which is a great way for the children to manage their own risk. At the nursery we are very lucky to have a large mud pit, sand shed and a tyre swing and barked area where we have planks, crates and a large tractor tyre to embrace creative play. The outdoor environment consists of small artificial grassed area, a loose slate area and a paved area. We embrace a very natural outdoors ethos and have a lovely nature area with a small raised pond, a style, bird boxes and feeders, and resources to support learning in this area. Resources are taken outside on a daily basis to enhance all the areas and are chosen and adapted to suit the needs of the children attending the setting.

We use our outdoor provision freely regardless of the time of day or type of weather. The children are appropriately equipped, with all-weather suits and wellies, so they are warm and dry. Parents are encouraged to provide practical play clothes and this helps ensure that they are comfortable and equipped to play. Where possible reasonable adjustments can be made to our outdoors to accommodate children with additional needs.

Accessibility of our information

There are two main parent information boards at the nursery one is outside by the entrance to the setting and the other is located in the foyer by the main office. We have legal information displayed including insurance certificates, our ofsted report and poster, Ico information and our certificate of registration. Also on the information boards is information about the setting, including staff, fees, holidays and activities and events that are going on in the nursery and local area. We also have a health and safety topic board which is changed termly, information leaflets for parents and carers, a folder of policies and a small parent library. We have a web site which we encourage parents to access as there is a host of information on it including newsletters, term times, information leaflets, special days or events etc. We communicate with parents via email and text as well as paper copies for parents without internet.

Where required we can provide all letters, policies, updates etc. in a larger font, we have two members of staff who are Level 1 Trained in British Sign Language and staff use basic sign with all the children. If a parent/carer has additional needs, trouble reading or writing it is our policy to support them, staff will happily take extra time, filling in letters, session forms, and internet access as necessary, going through vital information with them. We are a multi-cultural setting with children from various ethnic backgrounds and religions. We embrace and celebrate this and where possible display notices and information in various script and languages but can hire a translator to aid and support any families with translations if needed. Our role seems ever changing depending on the needs of the family and where possible we could buy in and/or seek out additional services as necessary. We hope that we accommodate and support our families wherever possible so that they feel included and secure and confident in their children's care and the ever expanding services we provide.

Accessibility of our provision

Our indoor area is set out to make it as accessible as possible for both abled bodied and disabled children with storage, display areas, chairs, tables, pegs, sinks, toilets, drawers and large equipment at their height level wherever possible. The nursery is set out in the areas of continuous provision but includes lots of other exciting resourced areas. Outside too is very child accessible and we include problem solving and natural resources that the children can use and areas where they can explore, play and learn, making sure resources in all areas are differentiated to accommodate all the children's needs and abilities.

Identification and Early Intervention

Children's progress is closely monitored in our setting. Each child has their own learning journey which includes annotated observations of them in nursery, observations and comments from parents, family and friends, tracking information about their progress across the areas of learning and development, within the EYFS. More detailed information about learning journeys, and what is in them, is shared with parents when their child begins attending our setting, this is to ensure parents understand what they are, how they are used in nursery, what is in them and how parents can contribute to them.

Children's learning journeys are available for the children to access themselves and also for parents to look at any time they would like. In conjunction with the EYFS review we have regular targeted parent drop-in session. These provide additional opportunities for parents to have a conversation about their child, their learning and development and combine interests and experiences at home, with nursery. This is being combined with Home Visits to establish good relationships with parents, meet more of the family and see the child at home. Parents are able to discuss their child with us at any time and we operate an open door policy so that parents are able to access us as freely as possible.

In addition to the child's learning journey we also undertake 2-3 year progress checks. The EYFS requires us to report to parents on their child's 2-3 year progress check; discussing and identifying strengths as well as concerns. Where the progress check suggest that a child may be experiencing some difficulties or delay in their development, this is shared with parents and options/appropriate next steps are discussed. This could be anything from developing a targeted learning plan at nursery, to asking the local authority inclusion teacher to come and see the child in the setting to provide some additional advice and guidance to practitioners to support them in meeting the needs of the child. This visit is called a 'Request for Guidance' and can only be undertaken with parental consent.

Our Special Educational Needs policy provides the context for supporting children through 'next steps', this is referred to as the graduated response. Our SEN Policy is available in the setting.

With consent from parents/carers we can access and gain support from a wide range of agencies in the surrounding area from health visitor's, speech therapist to local charities such as home start which offer support in varying ways to the families. In the last year we have managed to build an even bigger bridge with the Local Health Visitors and our Health Visitor Liaison who comes to visit the setting regularly and is able to offer advice and also link us in to other agencies that may be key in supporting our families.

In our setting we use provision mapping to identify ways in which we support all children in the setting. Provision mapping identifies what we provide for all children (wave one), for children who require a little bit of extra input in a specific area (wave two) and children who require more specialised or intensive intervention (wave three). We use provision mapping to identify ways in which children can be supported and this is something that is checked and updated every half term. We have a team based approach to planning and communication. On a Monday we have a weekly, two hour meeting, which all staff attend, to discuss planning, children, ideas and generally reflect on practice. This helps us to know what everyone has planned individually, learn about our intentions for our key children, and combine ideas and pool resources, supporting each other to provide a learning community that supports all our children. It helps us to collectively approach behaviour concerns in a cohesive way, and share strategies for individual learning.

We also use the Ferre Laevers for well-being and involvement to assess our environment and our provision. It links well with our other planning methods and helps track children's learning, their wellbeing and their involvement as well as assessing the environment to ensure the provision is still relevant, accessible and inviting to ALL the children within the setting, enabling them to enjoy and achieve.

Teaching and learning

Practitioners and Practice

The setting works within the framework of the EYFS. Practitioners use Development Matters and the Statutory Guidance in the EYFS to plan provision and activities for the children in their care. The EYFS identifies three prime areas of learning and development and four specific areas of learning and development.

Activities and provision are adapted to suit the needs of all children. Practitioners differentiate the activities that they develop, and the provision that is on offer, to meet the needs of the children, though for some children a greater level of differentiation is required because they may have additional or specific educational needs. Practitioners are sensitive to the developmental needs of the children, and have this in mind, so that all children are able to access the setting in a way that is appropriate to them and enables them to continue to engage, develop and make progress.

All children have a key person. It is the role of the key person to liaise with the child's parents regarding their time in nursery. It is also the role of the key person to help parents to develop ways in which they can support their child's learning at home. Our drop-ins introduce parents to the EYFS and ideas for ways in which they are able to support,

encourage and develop their child's learning at home. We have also created information leaflets on anything from potty training to understanding the EYFS. These leaflets are available both on our Web Site and in nursery as a paper copy. There is also information in the setting on local groups and resources available to parents of young children in our area. Parents are able to speak to their child's key person, or any of our staff, at any time if they would like further information or advice about supporting learning at home. We hold Parent Action Group meetings every half term, where we plan with parents for fundraising ideas and social events, both with and without their children. This encourages parents to get to know each other which we feel is very important. We also use these evenings to have a discussion topic, which is mutually decided on, usually an area of nursery life parents do not really understand or want to learn more about.

Every child has a learning journey which both they and their parents/cares are allowed to access freely. Once each term the key person sits down with the child and they look through the learning journey together, the key person talks to the child about the things they have done and annotates the journey with the child's comment. In our setting children are able to use digital cameras to take pictures of the things they have done in nursery, these can then be included in the child's learning journey. We are always developing our methods of recording children's views; we have done short questionnaires about the setting and now use similar methods regularly to ask the children their opinions. The setting is predominantly child led so they have a say in what they want to do and get to play with, as well as how they want to decorate the wall displays. We hope we have a very hands on approach and focus on the interests of the children, through quality interactions and adults as a play partner to promote and support all areas of learning and development. The children are actively involved in their environment, making them feel they are making a positive contribution to their nursery. We are working hard to ensure that the children's learning is visible and that we reflect their learning back, to be shared with the nursery as a whole including their parents. We provide visual learning stories to display around the setting to show what the children have done, said and experienced and highlighting how this affecting their learning and development; as well as ensuring that we are effectively listening to children and recording their thoughts, feelings and ideas.

Provision and resources

We have a mixture of resources that suit the age range of the children that we cater for. We use our provision mapping to help us to identify some of the resources and activities available to support children's needs as well as our weekly meetings when we discuss any plans for the any of the areas, the Aims and Objectives for those areas, how they can be improved and what practitioners can do to build on this when playing with the children.

Where children would benefit from a resource that are not usually available in our setting we endeavour to access these in some way, find an alternative or purchasing what is needed if possible. We liaise with parents and outside professionals to ensure resources are appropriate for the needs of the child.

As practitioners, when there is a need, we work with other external professionals, in the interest of our children and their families. If a child requires additional support we endeavour to make this possible, by accessing any available funding or as a last resort funding supernumerary staff ourselves, whenever possible.

For children and families that have a range of agencies working with them, we try and utilise the CAF and TAF. This keeps all agencies involved and up to date with information on the family, as well as appointments and meetings that are coming up for that family. We find it best to have a holistic approach when working with a family, keeping everyone up to date, with a quick email or phone call.

In our setting when planning trips and outings we undertake risk assessments of the places we intend to visit, the trip there and the staff ratio. We consider the needs of all children who will be going on the trip/visit and make reasonable adjustments when planning these trips and outings, to ensure the places we go to and transport there, are accessible and meet the needs of all.

Reviews

We are very keen to develop a good relationship with parents and carers where we can share information and set targets together. Each member of staff stays after work once a term for 'parent drop-ins' where parents/carers come along to discuss their child's progress and set new targets. In addition to this parents/carers are welcome any time to chat with staff or management either by making an appointment or when dropping off or picking up.

Transitions

When a new child is starting with us we will invite them to come with parents/carers to visit the nursery to get a feel for our environment and make sure it's for them. We then invite the children to come for a few settling in session (depending on the child this can be a short or long process) before they officially start at nursery. We try and ensure that both children and parents feel secure in this new change, which we are well-aware can be difficult for parents as well as their children, and we will always work with the parents, as to how they feel they want their child to make the

transition into nursery, at the same time advising and supporting. We give parents a 'This is me' booklet to fill out, it asks for key information regarding their child, which is great for us to know when they first start. Parents of children with special needs and/or disabilities may need to provide extra information about their child, so we can make sure their settling in is as happy and safe as possible, any extra training that would benefit a child will be undertaken.

We are always developing our relationship with our partner school and regularly meet to improve communication and share information. We have a well-established transition procedure to help with the move to school, both at St Thomas' and any other schools that the children may be going to. We communicate with reception teacher, hold a face to face meeting with her to discuss the children, their interests, things that will help them settle, their personalities and quirks. We aim to support our children, making sure they have a smooth transition and to help prepare them for the changes that they will experience at school. Our children are always visiting school with staff when we go over to collect mail, photocopy have a task to do. They have contact with school children over the fence during school playtime and we attend plays, nativities and special occasions in school or at church. We hope this familiarises our children with school so the transition is less daunting.

Staff training

The nursery currently employs 11 people including the accounts manager. This team includes the manager NNEB and supervisor NNEB with Norland Diploma and Ba (Hons) in Children, schools and families. Our SENCO has an NVQ level 3. We have 6 other members of staff who all have a relevant childcare qualifications, either NNEB, Btec, or an NVQ 3. All staff are required to hold a current certificate in Paediatric First Aid, Food Safety, CAF and CON training and basic Safeguarding Level 1. Specific staff such as management and SENCO holds more Safeguarding Level 2.

Staff attend training, as and when is required, on a continual basis. We use basic sign language with all our children as this helps with any communication barriers there may be, with the increasing amount of EAL and any SEN children we may have attending. As a setting we seek to support practitioners to further develop their knowledge and understanding of a range of additional and special educational needs. Practitioners have access to a wide library of resources and books. These are also available for parents to borrow. We also make use of the local authorities' website to access information and e-learning modules such as CAF training and others. The nursery has been accredited Lancashire Quality Award and Outstanding from Ofsted 2008/2009.

Further Information

At St. Thomas' we operate an open door policy and parents/carers are welcome to approach any member of staff regarding their child, they will then be directed to the person who is in the best position to help them. Staff are flexible and available at most opportunities to discuss children, including on arrival, after nursery has finished and during the nursery day, when extra numeric staff will be used to cover. Appointments can be made but this is not usually necessary as staff can be made available as and when needed.

Information is shared through email, texts, notices and paper letters for parents who do not access the internet, copies are also display either on one of the nursery notice board or the door. When necessary, and depending on childcare circumstances i.e. use of childminders, deaf carers, etc. we will share information through home diaries.

Parents who are unhappy are firstly encouraged to voice complaints through the manager but as a setting we are required to have a procedure for dealing with complaints. This is available to parents at all times and a typed copy is kept in the policies book, in the foyer.

For any further details please contact

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