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

<b>Name of Registered Person/Job Title</b>	<b>Linda Zeal</b> <b>Nursery Manager</b>		
<b>Contact telephone number</b>	<b>01253 789445</b> Mobile: <b>07436809782</b>	<b>Email</b>	<b>st.thomasnursery@btconnect.com</b>

### Key points about inclusion:

Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging.

Listening to children's voices and recognising these are expressed in a range of ways, including non-verbally, is central to inclusive practice.

Identifying what each unique child "knows and can do" is the foundation of inclusive early years practice.

Understanding children as unique, includes considering them in relation to others.

Making sure that early years practice meets the needs of all children means thinking about children in context.

## **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). It is 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, parents must apply independently for their school place. The nursery is term time and offers 2, 3 and 4-year-old funded and non-funded places and is registered for up to 40 children per session. The nursery day operates between 8.30am and 3.30pm, but a variety of different sessions are available, part time, mornings or afternoons and full time. 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 required. Any children with special dietary needs will be accommodated, and occasionally, certain foods will not be allowed at nursery if a child has a severe allergy. Appropriate care plans will be created to support children with specific medical or dietary requirements, and these are accompanied by an individual risk assessment, any medication can be administered as needed. All qualified staff have an appropriate, practical Paediatric First Aid certificate which is renewed every 3 years, and in addition, complete an annual online First Aid refresher course. All staff have access to a vast array of online training, which they can complete when relevant, to top up their own knowledge and understanding of certain areas of practice e.g. Medication administration and Understanding of inhalers and auto-injectors.

From around the spring term, pre-school children may go to the school dining hall to have their lunch. Parents can buy a hot school lunch or children can take their own packed lunch. This helps children to become more familiar with some aspects of school life and staff and teachers around the building (this will not occur during COVID 19 restrictions, and is subject to change). 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.

The nursery is open term time only and tries to ensure holidays fall in line with the school, to support our parents and families. Although the nursery is 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. The nursery may make use of the school family meeting room for CAF and TAF meetings and other events that require a more comfortable and private space (other provision has been utilised until COVID restrictions are lifted). In the 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 4 fully qualified level 3 practitioners, and one level 3 apprentice. Practitioners all have key children and they work closely with parents and carers to form excellent relationships and ensure we provide high quality, effective teaching and learning. This is relevant to every child, as well as providing a warm welcoming and friendly environment, making reasonable adjustments where necessary.

## **Staff Roles and Responsibilities:**

- Nursery Manager – Linda Zeal
- Nursery Supervisor – Anne Swindlehurst
- FEYE2 Co-ordinator, SENCO and ECLA Co-ordinator – Mandy Slater
- The First Aid Co-ordinator- Linda Zeal
- PICO Co-ordinators - Linda Zeal and Anne Swindlehurst
- Behaviour Management Co-ordinators - Anne Swindlehurst and Linda Zeal
- ENCO Co-ordinator -Anne Swindlehurst
- Safeguarding Children- Linda Zeal and Anne Swindlehurst
- SALT lead – Nikki Boothroyd

## **Accessibility and Inclusion**

We carry out regular access action plans and audits, to assess our ability, provision and practice and to ensure we are as accessible and inclusive to all those who may need to access our nursery space and all areas of our environment. The nursery is a purpose-built building and is wheelchair accessible from the front entrance/exit and the exterior entrance/exit into the main garden. There is one entrance/exit that is not wheelchair accessible at the back of the nursery. There is limited disabled parking in the school care park which could be used with prior arrangement. 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 5 accessible toilets in the building. There are 3 child size toilets in their own individual cubicles which have half height doors, as well as 3 child height wash basins in the toilet area. The toilets can be fitted with thrones and other support equipment, by arrangement with Occupational Health Services. The nursery also has 1 child size toilet in a separate small change room with a child size sink. There is also a changing table and washing machine. This room has space for a child's wheelchair, but can be used by all children. It is only accessed with adult supervision, otherwise is kept locked. The nursery has a disabled, adult size toilet which is mainly used by staff and adult visitors. This is fitted with disabled rails, disabled friendly taps and 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 in the nursery have viewing panels within them. All the rooms are illuminated with strip lighting and there are roller blinds on some windows. The walls are painted white with display boards mounted at a variety of adult and child height. The floors are a combination of carpet and special non-slip lino. Rugs are used in some of the areas to make them comfortable for play and relaxation and the nursery has a range of low-level surfaces that are used for both play and display. The nursery is an open plan setting, making it accessible for all to move around comfortably, including a wheelchair user or someone with mobility aids. At the entrance we have a cloak area that has a half height wall so the main area of the nursery is visible. The nursery has an open plan kitchen which is accessible to the children. Some of the surfaces are child height and there is space to push a wheelchair, standing frame or other equipment up to them, enabling comfortably access to help with snack. The nursery also has 2 adjustable tables and child accessible sinks so that they can wash their hands independently.

The nursery has all the required extinguishers, blankets, alarms and signage. All risk assessments are in place and the nursery all fire equipment is professionally checked annually and a fire drill is undertaken half termly. The nursery has 3 exit points in case of evacuation, with adult accessible keys for quick exit children with a disability or additional needs would have someone assigned to them in this type of situation

The nursery 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 our 3 chickens (the children are free to enter this area with adult supervision, our chickens are free range). We also have a high 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, spacious landscaped garden with many features of interest, a large mud pit, mud kitchen, sand shed and a tyre swing and barked area where we have planks, crates, wide variety of loose parts and a large tractor tyre to encourage creative, physical play. The outdoor environment also has a small raised artificial grassed area, a loose slate area and a lower level paved area. We embrace a very natural outdoors ethos and have a lovely nature area with a small raised pond, 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 children are comfortable and equipped to play for as long as they choose. Where possible, reasonable adjustments can be made to our outdoor facilities 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 and statutory information displayed including insurance certificates, our Ofsted report and poster, ICO information and our certificate of registration. In addition, the notice boards provide information about the setting, including staff, fees, holidays and activities, also events that are going on in the nursery and local area. We also have information leaflets for parents and carers, a folder of policies and a small parent library in our foyer. We have a web site which we encourage parents to access, as there is a wealth of information there for parents including newsletters, term times, information leaflets, special days or events etc. We communicate with parents via email and text as well as paper documents for parents without internet. We can provide

all letters, polices, updates etc. in a larger font, or a translation if requested. We advocate the use of Makaton in nursery and staff use this basic sign with all the children, as well as using objects of reference to support communication. If a parent/carer has additional needs including difficulty with reading or writing, it is our policy to support them. Staff will happily take extra time helping to explain vital information, filling in letters, completing forms and help with internet access as necessary. We are a multi-cultural setting with children from various ethnic backgrounds and religions. We embrace and celebrate this and when appropriate will display notices and information in various script and languages as well as use various ways to translate language. 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 wherever possible. The nursery is set out in areas of continuous provision, but includes lots of other exciting resourced areas. Outside 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, abilities and interests. Identification and Early Intervention of children's progress is closely monitored in our setting, enabling us to be proactive in recognising concerns and behaviours that may warrant further investigation and intervention. Each child has their own learning journey which includes details of their time in nursery, key person, observations, and assessments as well as comments from parents, family and friends, tracking information about their progress across the areas of learning and development in our EYFS curriculum. More detailed information about learning journeys, and what is in them, is shared with parents when their child begins attending the setting. This is to ensure parents understand what they are, how they are used in nursery, what is in them and how, as parents, they 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. We also have regular targeted parent drop-in sessions which provide additional opportunities for parents to have detailed conversations about their child's learning and development and combine interests and experiences at home, with their key person. This is combined with home visits to establish good relationships with parents, meet more of the family and see the child in their home environment. 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 the setting as freely as possible. In addition to the child's learning journey we also undertake a statutory 2 year progress check, this includes the parents comments, to discuss and identifying strengths as well as concerns about their child. Where the progress check suggest that a child may be experiencing some difficulties or delay in their development, options and appropriate next steps are discussed. This may mean beginning to follow the SEND pathway, to ensure appropriate steps are made to support all areas of learning and development. This could be anything from developing a targeted learning plan, to asking the local authority inclusion teacher to observe the child in the setting and provide some further advice and guidance to practitioners, in turn supporting them in meeting the child's needs. This visit is called a 'Request for Involvement' 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 or can be emailed/printed on request. With consent from parents/carers we can access and gain support from a wide range of agencies in the surrounding area, including health visitors, speech therapists, and early help services to local charities such as Home Start, who offer support in varying ways to families. Through building good working relationships with local health visitors and other support agencies who visit the setting regularly, we are able to offer advice and contact with other agencies where necessary, that may be key in supporting our families. We adopt a multi-agency approach to ensure a holistic response to every child and family to achieve maximum support. This will enable us to have a joined-up approach which can benefit our families, providing them with the additional services that they may need. In our setting we use provision mapping to identify ways in which we need to support all children in the setting, updating this information every half term. 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 have a team based approach to planning and communication, having a weekly, two-hour meeting. All staff attend, to discuss planning, strategies for individual children, ideas and generally reflect on practice. This helps us to know what everyone has planned individually, learn about our intentions and targets for individual children, and

combine ideas supporting each other, to provide a learning community that benefits all our children. It helps us to collectively address behaviour concerns in a cohesive way and share strategies for individual learning. We also use Ferre Laevers involvement scale to assess well-being and involvement, enabling us to evaluate our environment and provision, and make changes that respond to the needs of the children and how they access it. It links well with our other planning methods and helps track children's learning as well as their wellbeing and their involvement. We can then assess the environment to ensure the provision is still relevant, as well as being accessible and inviting to ALL the children, enabling them to enjoy and achieve.

## **Teaching and learning Practitioners and Practice**

We use the Early Foundation Stage Framework as our Curriculum guidance, currently working with both Birth to 5 Matters and Development Matters as well as the Statutory Guidance to plan our pedagogy and provision for the children in our care. The EYFS identifies three prime areas 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 provide, and the enabling environment 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 at the heart of their practice, informing planning and provision, this allows all children 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, sharing information about their child's learning 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 do this, introducing parents to the EYFS and ideas for ways in which they are able to support, encourage and develop their child's home learning. 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. We carry out home visits when children start at our setting. These provide an excellent opportunity to get to know families, establish effective relationships, promote learning at home, set appropriate targets and keep learning relevant and promoting effective partnership with parents to make the most of the home/nursery relationship

Every child has a learning journey which both they, and their parents/carers are allowed to access freely. The key person creates this evidence-based record of the child's learning, experiences, observations and examples of activities and crafts. We are always developing our methods of recording children's views and as the setting is predominantly child led, they have a say in what they want to do, where they want to play and how they want their environment to look. One way of doing this is through a floor book. A floor book records a child's vision and expectations then revisits at a later date to reflect and analyse. We endeavour to have a very child-led 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 is 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 variety of resources that suit the age range of children that we cater for. We use our provision mapping to help us to identify some of the resources and activities available to promote the children's needs as well as our weekly meetings when we discuss any plans for enhancing our provisions, as well as 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 where possible. We liaise and work together with parents and outside professionals to ensure resources are appropriate for the needs of the child. 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. For children and families that have a range of agencies working with them, we use Early Help Assessment. 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 by email or phone.

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

## **Reviews**

We are very keen to develop a good relationship with parents and carers so we can share information and set targets together. Each member of staff stays after work once a term for 'parent drop-ins'. This is 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 collecting their child.

## **Transitions**

When a 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 the best setting for them. We then invite the children to come for a settling visit (depending on the child this can be a short or long process) before they officially start at nursery. Alternately they can start straight away, if everything is in place and the parent is happy for them to do so. We try and ensure that both children and parents feel secure in their new environment and the parent/carer feels confident in their choice of setting. Alongside all the induction paperwork we give parents an 'All about me' booklet to fill in. This asks for key information regarding their child, about family and the child's likes/dislikes, which is crucial for settling. 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. We are always developing our relationship with our partner school meeting up to improve communication and share information. We have a well-established transition procedure to help with the move onto school, both at St Thomas' and any other schools that the children may be going to. We communicate with reception teachers, and may have a face to face or telephone meeting with them to discuss the child, their interests, things that will help them settle, their personalities and any quirks they may have. When at nursery they have contact with school children in the playground through the fence during school playtime. We also 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 10 employees.

The team includes:

- A manager (NNEB),
- A Supervisor (NNEB with Norland Diploma and Ba (Hons) in Children, Schools and Families. Level 3 Beach School practitioner. Designated Lead practitioner working in association with Lancashire Early Years Consultants.
- A SENCO (NNEB).
- 4 members of staff (who all have relevant level 3 childcare qualifications).
- A level 3 apprentice.
- A resident artist.
- A book keeper/beach school helper

All staff are required to hold a current certificate in Paediatric First Aid, Food Safety and Safeguarding Level1. Specific staff such as management and SENCO hold Safeguarding Level 2 and prevent training. Staff are asked to develop their CPD by accessing an array of relevant training through Noodle Now, furthering their knowledge and understanding in

all areas of nursery practice. We use basic Makaton with all our children as this helps with any communication barriers there may be, especially with the increasing amount of EAL and SEN children we have attending. Staff also have access to training to help them understand and cater for the needs of our children who come to the setting with special and/or additional needs. Practitioners have access to a wide library of resources and books which are also available for parents/carers 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 awarded the Lancashire Quality Award 2014

Outstanding judgement from Ofsted, November 2019.

We are a qualified Beach School

We are working towards being an ECO-School

## **Further Information**

At St. Thomas' nursery we operate an open-door policy where parents/carers are welcome to approach any member of staff regarding their child at any time, 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 before and after nursery or during the nursery day. Staff are available by phone, email or face to face and we can also arrange appointments as necessary. Nursery information is shared through email, texts, notices and paper letters for parents who do not access the internet. Copies are also displayed on one of the nursery notice boards or the door and all information can also be found on the website. Occasionally and depending on childcare circumstances. we will share information through home diaries. Parents who are unhappy, are encouraged to direct complaints through the manager, but as a setting we are required to have a procedure for dealing with formal or more complicated complaints or grievances. Details on this procedure are available to parents at all times.

For any further information please contact:

- Linda Zeal – Nursery Manager
- 01253 789445 or 07436809782
- Email-st.thomasnursery@btconnect.com