



## Local Offer

### **1. How does the early years setting know if children need extra help and what should I do if I think my child may have special educational needs and disabilities?**

Children who attend my childminding setting are monitored and observed in line with the Early Years Foundation Stage (EYFS). I will do a 2 year development check which is normally carried out at the same time as when your health visitor will also do a 2 year check and the information will be shared with both parents/carers and other professionals with the parents/carers permission. If there are any concerns these will be discussed at the time.

I do termly reports for all the children that attend the setting focusing on the main prime areas of learning: Personal, Social, Emotional Development (PSED), Physical Development, Communication and Language with the other areas of learning incorporated with the activities that are done at the setting. The report will also have the next steps of learning for your child which we can discuss together as each child is unique and the stage of development varies as it is not always in accordance with the child's age.

I talk with my parents briefly at drop off and again at collection, but they are more than welcome to call me on my mobile throughout the day.

Children who attend the setting for the first time are assessed to see what their individual needs are and how the setting can develop the child's needs and we use their learning journey record to record these.

If there are any concerns about your child they will be discussed with you initially, then with your permission I would speak with other professionals to gain further advice

I have extensive child-development knowledge which I have gained through training and



working within childcare for many years, I use this knowledge when making judgments and decisions about support.

## **2. How will early years setting staff support my child?**

I work closely with all the children in my care, focusing on their individual strengths and boosting their self esteem and confidence.

I involve parents continually, liaising with them on a daily basis.

I support the children in my care by referring to childcare professionals for advice and I follow any advice from professionals involved.

I follow my policies relating to the support of your child.

I assist you to support your child with on-going assessments and developmental checks.

## **3. How will the curriculum be matched to my child's needs?**

I use the Early Years Foundation Stage curriculum as a guide for each child's development.

All curriculum planning is based around the child's own strengths and needs, using observations as a starting point to assess what they can do.

All planning is individually tailored to your child's developmental needs, not their age.

I use your child's interests to encourage their participation and curiosity.

Children are encouraged to explore and investigate both indoors and out in the garden and on excursions away from our setting.

## **4. How will both you and I know how my child is doing and how will you help me to support my child's learning.**

If a child is not making progress, I can access support from other professionals and my local children and family centre. Any concerns will be discussed initially with parents first before seeking any help, unless it is a safe guarding issue with a child then I will follow my safeguarding policy.



My childminding setting has a large range of resources which your child can access which support the developmental stages of a child. The resources include a large selection of books, posters, visual equipment such as flash cards, small world toys. If I don't have a certain resource to support a child's area of development this can be borrowed from my local toy library or another childminder in my area.

If a child doesn't have English as a first language then I will seek other professional support and advice on resources that I can use at my setting to help that child and family.

You will be kept informed continually about your child's progress and achievements. This is achieved through daily discussions, daily diaries (under 3s), and their individual folders containing continual observations and assessments.

If you wish we can also arrange to meet and chat informally at a mutually convenient time.

I am happy to suggest activities for you to do with your child at home.

All concerns are shared firstly with you and with your agreement I will seek further advice from other relevant professionals - whichever we agree seems most relevant.

#### **5. What support will there be for my child's overall well being?**

I risk assess my setting daily before any children arrive to check on safety. Broken toys are removed and replaced. If outings are taken with the children, these are firstly risk assessed by myself and a report is written up.

I have a behaviour policy and house rules at the setting, which are implemented when required. Each child that attends the setting is given a copy of the house rules and we discuss each individual rule so that they understand what is expected of them while at the setting, if a child is too young to follow the house rules these are discussed with the parents so they are aware of the procedure at the setting regarding behaviour.



I have a paediatric first aid qualification and this is renewed every 3 years, I also have the appropriate insurance to be a childminder working in my own home which is renewed each year also the car insurance is renewed each year to cover using the car for business.

Any medication that a child may require is stored securely and information is recorded by myself and signed by the parents. If specialist medication is required by a child for an allergy then I will make sure that I have been given the correct support by a medical professional before using equipment.

I have a level 3 qualification in early years, any further training is reviewed regularly in accordance with any changes to the law or where it is felt appropriate that I need to do new training. Myself, Husband and all other family members are all DBS checked (this is the new name for the Criminal Records Bureau check), as are all assistants that may help out here.

My policies are reviewed annually and amended where necessary, my risk assessments are also reviewed but these are done every 6 months or when the need arises. Parents have access to these policies at any time on the website or they can request a hard copy. I also make sure that permission is given for outings, photos, use of outside equipment, administering first aid or medications to a child from parent/carers of any child attending the setting.

Your child's overall well-being is of paramount importance.

I am responsible for each child's safety and security - both physically and emotionally during their time in my care. Emotionally I aim to support and enhance each child's self-confidence and self-esteem. Physically I aim to keep them safe from harm.

Positive behaviour is re-enforced and encouraged using praise.



**6. What specialist services and expertise are available at or accessed by the early years setting?**

I have previously worked with professionals for several children in my service, including; speech therapists, social workers, paediatricians, health workers and play school staff.

I can contact my local first team, special education needs co-ordinator and other professionals at my local family and children's centre. I also have a good network of childminding colleagues who have considerable knowledge and expertise among them and any conversation that is discussed about a child will remain confidential.

**7. What training have the staff supporting children with SEND had or are having?**

I will take training regularly to ensure I have the knowledge to enhance my professional development. I will access specific training as and when necessary as the need arises. I have a paediatric first aid qualification training, level 3 early years care and education NVQ, and a level 2 food hygiene qualification. I have also updated my child safeguarding training with the NSPCC. I have previously undertaken training in many childcare related areas such as: introduction to portage, behaviour management, nutrition and health, customer service, communication language and literacy development.

**8. How will my child be included in activities outside the early years setting including trips?**

As a childminder I have an inclusion policy which is naturally extended to all activities away from the setting. Risk assessments are taken on trips that are planned for the children at the setting. This is to make sure that there are the correct facilities to accommodate all children and their wheelchair/buggys, changing facilities, toilets etc. Any outing is planned with your child's requirements taken into consideration. As with all other activities at my setting, your child will be encouraged to join in to the best of his / her ability and level of understanding.

Before undertaking excursions I seek your advice as you have the most up-to-date and relevant knowledge and information concerning your child's needs and requirements.



All trips are risk-assessed taking into consideration all children I have in my car.

#### **9. How accessible is the early years setting environment? (Indoors and outdoors)**

I work from my own home which is a large detached house. Two large rooms are dedicated to the use of my setting which is located on the ground floor. Toilet facilities are also on the ground floor. My setting is accessed by a conservatory entrance with wide doorways and one small step. (Wheelchair accessible). The exit to the garden is also by a large wheelchair accessible doorway and 1 small step. My garden is very large secure space for outside play with two small playhouses and lots of cars, bikes and scooters. There is also a little tikes 8 in1 climbing frame with 2 slides a seesaw and nature area.

#### **10. How will the early years setting prepare and support my child to join the early years setting, transfer to a new setting / school?**

I have an admissions/settling-in policy which I follow for all new children attending my service.

Initial meetings are usually with both parents and the child, although of course who comes is entirely your choice. Once it has been decided you would like the child to come to my service, we then discuss your requirements for a settling period. The settling-in period gives your child opportunities to become familiar and comfortable with me caring for them and also for them to meet other children in my care, my family members and to feel comfortable and confident in their new surroundings. However some people feel there have been a lot of changes and upheaval already in the child's life and would like their child to come straight in. You know your child best and we are happy to go along with your requirements.

I also suggest to parents that if their child has a comforter or favourite toy to let them bring it for the first couple of weeks as this general helps a child settle quickly. If a child is moving to a new school or setting these are supported in the same way.



I will ask you and your child about their individual likes, dislikes, fears, needs and comforters.

For children moving onto a new early years setting or school, the professionals from these usually visit the children here in my home, or phone me to discuss a child. With your permission, the professionals can have access to your child's developmental folder. Once a child leaves the setting their learning journey folder will go to the parents and any relevant paperwork regarding the development of the child will be passed onto the new setting.

**11. How are the early years setting's resources allocated and matched to children's special educational needs?**

I can provide Government funded early years education places for eligible 2 year olds and also all 3 and 4 year olds. This is a maximum of 15 hours per week during school term time.

I will work with the family to identify and obtain any specialist equipment when required.

**12. How is the decision made about what type and how much support my child will receive?**

My observations and assessments will determine if your child requires any additional support.

If any further advice is required, with permission, I will seek advice from the local children & family centre, my local family support worker or other professionals at the West Sussex learning team. Additional support will be decided by consultation with the First Team or another childcare professional, depending on the specific needs of the child.

Additional funding may be obtainable for children with special educational needs (SEN)



**13. How are parents involved in the early years setting? How can I be involved?**

You will be kept up to date with your child's progress and care verbally on a daily basis.

Parents are continually consulted about their child's development and progress at the setting. I give each parent a daily diary for children under 3, to allow 2 way communications between us.

I do a termly newsletter so parents can actively see what is coming up at the setting, what we have been doing etc.

Every six months the parents will be given a questionnaire to complete about how they feel about my setting, if any improvements can be made

**14. Who can I contact for more information:**

I am always happy to discuss your child's development, progress or any concerns you might have. This can be face-to-face or via the telephone - whichever is more convenient for you.

I can be contacted on 01243841730. / 07816749795 Monday to Friday from 8.30am to 5.30 pm.

The family information service, area inclusion team, children & family centres and health visitor team would be able to provide advice and information.

These website links may also help:

<https://www.gov.uk/early-years-foundation-stage> for the early year's foundation stage curriculum

<https://www.gov.uk/free-early-education> for funding of 15hrs a week for 2, 3, 4 year olds