



SEN and Disability

Local Offer: Early Years Settings

Name of Setting: Munchkins Village Nursery



The Special Educational Needs and Disability (SEND) Reforms will place a statutory requirement on settings from September 2014 to make information available to parents about how the setting supports children with SEND. The information you make available will form the main basis of your setting's Local Offer.

This Local Offer template is designed to help you to pull together information so that parents of children with Special Educational Needs (SEN) or disabilities know what support they can expect if their child attends your setting. Your setting's Local Offer must be published on your website. Your website must include the name and contact details of your SENCO and the following link to the Local Authority's Local Offer:

[SEND Local Offer Directory \(lancashire.gov.uk\)](http://SEND.LocalOfferDirectory(lancashire.gov.uk))

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which setting could best meet their child's needs. You may also wish to consult with your own parents about what to include in your Local Offer.

In developing your Local Offer, you should be mindful that there is a requirement for a feedback facility to be available and for responses to be given to feedback received.

When you have added your Local Offer onto your website, please complete the following details and return the sheet by email to IDSS.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

Setting Name and Address	Munchkins Village Nursery 31 Junction Lane Burscough L40 5SN		Telephone Number	01704 807 202
			Website Address	www.munchkinsvillage.com
Does the setting specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	*			
What age range of pupils does the setting cater for?	0-5 years			
Name and contact details of your setting SENCO	Joanne Duff 01704 807 202			

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your setting (this may be the SENCO, manager/supervisor or owner of the setting).

Name of Person/Job Title	Claire Ainscough - Director		
Contact tel no	01704 807 202	Email	munchkinsvillage@hotmail.com

Promoting Good Practice and Successes

The Local Offer will give your setting the opportunity to showcase any good practice you have around supporting children with Special Educational Needs/Disabilities to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please ensure you do not use any personally identifiable information when using case studies to illustrate your setting's experiences of supporting children with SEND.

I confirm that our Local Offer has now been published on the setting website.

Please give the URL for the direct link to your Local Offer	https://www.munchkinsvillage.com		
Name		Date	

Please return the completed form by email to:

IDSS.SENDReforms@lancashire.gov.uk

The setting

- What type of setting is it?
What age group does the setting cater for – 0-4, 2-4 0-4 and before/after school clubs etc?
How many children are you registered to take in which age groups? How are the age groups organised?
Who are the key staff? (Room leaders, manager/supervisor, SENCO, person with responsibility for behaviour, PICO, ENCO etc.)

What the setting provides

- Munchkins Village Nursery is a Private Day Nursery situated just off the A59 in Burscough. The building is based over two floors with large secure outdoor play areas; one for the under 2's and one for 2-5 years.
- There is a ground floor baby room for the youngest / least mobile babies, with direct access to the baby garden (all on a single level) and a further large open plan baby room to the first floor for the older more mobile under 2's.
- The 2-5-year-olds occupy the largest room on the ground floor which is an open plan room that can accommodate up to 50 children and has access to a large outdoor play area
- Access to the building is via the front entrance for the 2-5-year children which is also wheelchair accessible.
- The under two entrance is situated on the side of the building with a ramp for access for both wheelchairs and prams. Parents gain access to the building via a secure intercom system which is controlled by members of staff.
- We are able to take 25 under twos and 50 over twos at Munchkins.

We have the following key staff:

- **Joanne Duff:** Nursery Manager, SENCO, NVQ Level 4 SEND
- **Claire Ainscough:** Nursery Owner, SENCO, Safeguarding Officer, First Aid lead
- **Lianne Andrews:** Deputy Manager,
- **Charlotte Ashcroft:** Toddler Room Supervisor, NVQ Level 3 Speech and Language
- **Kerry Branwood:** Preschool Room Leader.
- **Melissa Bailey:** Baby room supervisor, British sign language Level 2.

Accessibility and Inclusion

- How accessible is the setting environment?
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information - including displays, policies and procedures etc.
Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the provision?
How is the room organised, how can it be changed to meet the needs of children with SEND? How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?

What the setting provides

- The accessibility to Munchkins Village Nursery has good ground floor access for those with physical disabilities due to single level access from the outside to the inside environments with the addition of wide access doors.
- There is a large on-site car park with plenty of room for parents to park, whilst dropping off or collecting their child. Parents who require help to and from the car park at drop off and collections can phone ahead to advise of their arrival and staff can assist where needed.
- On the ground floor, we have three separate children's bathrooms. Two of the bathrooms are accessible for children who may need additional support from staff members. We also have a nappy changing room with steps leading up to the changing table and a disabled toilet within the room, that has all of the necessary support rails to aid children who want to toilet independently.
- We have parent display boards that have copies of some policy and procedures, staff pictures and lots of other information for parents to read.
- We have a Safeguarding and SENCO board with all information for parents on both floors.
- We communicate with all of our parents via regular emails, newsletters and face to face to ensure they are kept informed and part of any decision making that relates to their child's progress and / or care.
- Parents will be able to see their child's work displayed around the nursery and at all levels, as we believe that it is important for children to be able to touch their work and to be able to proudly show off their work to their parents/carers at any time.
- We understand our nursery environment and what it hopes to offer the children in our care. We invite all prospective parents to initially discuss their child's specific SEN requirements with us, so that we can understand a child's needs, that will help identify if our environment provides the necessary support to allow a child to flourish.
- We place the welfare of children at the heart of everything that we do, therefore we communicate openly from the outset with parents about our nursery and will also speak frankly if we identify aspects of our nursery that a child may find difficult or challenging, e.g., our nursery is purposefully open plan to provide accessibility to those with physical disabilities, however for some children with sensory needs, our environment can be far too overwhelming and noisy; due to its size and capacity, and this doesn't lend itself as an ideal environment for those with specific sensory sensitivities.
- We provide settling in sessions to all prospective families and where SEN is identified, we use the opportunity to assess a child's needs against our environment to confirm if our nursery comfortably meets the welfare needs of a child. Where it is clear that a child would not function well within our nursery setting, we would discuss the reasons why with parents and help support them look for an alternative setting that better meets their child's needs.
- All areas of the nursery are well resourced with equipment and toys at child height

Identification and Early Intervention

- How does the setting know if a child needs extra help and what should a parent do if they think their child may have special educational needs?
How do you identify children with special educational needs? (Refer to how you monitor children's progress - including the 2-3-year check)
How can a parent raise any concerns they may have?
How do you access additional advice and support? (Make reference to the setting's SEN/Inclusion policy and how this identifies the graduated response the setting follows).
- How are decisions made about how to support a child?

How do you determine and plan for additional support from within the setting? Describe the decision-making process. Who will make the decision and on what basis? Who else will be involved? How will a parent/parents be involved?

What the setting provides

- Parents are able to approach staff / key person at any time if they have any concerns about their child's development.
- On starting the setting, every child is given a key person and their parents are informed of their name and their role as key person.
- Parents are also made aware who the safeguarding and SEND officers are in the setting, this information can also be found on the nursery notice board on both the first floor and ground floor level.
- Staff are fully confident in completing children's 2-year checks.
- If a staff member has concerns about a child's development, they seek support from the nursery SEND officer. The SEND officer will undertake observations and identify if the child is falling behind.
- Once a child is identified as needing extra support, the SEND will follow the nursery additional needs policy and speak to the parents, plans will be drawn up and parents involved at all times, if progress is not being made, the SEND will speak to the parents about the next steps to take.
- Once this has been discussed and agreed with the parents, the SEND will fill out a 'Request for involvement form', which is submitted to the LA; in order to gain their support.
- Key person will continue with the child's play plan and will wait for the Inclusion teacher to become involved. Further assessment will then be done, and if needed, other professionals can be referred to for support e.g., speech and Language therapist, physiotherapists etc.
- Parents will always be involved at all stages and consent obtained to make any referrals.

Teaching and Learning Part 1 – Practitioners and Practice

- How is teaching and learning developed in nursery?
Provide a brief overview of the context of the EYFS and the requirements within it – SEN requirements within the EYFS. Organisation of the setting – areas of provision, enhancements to areas of provision etc.
How is children's progress and development monitored? (Baseline assessments? termly reviews? parent & key person conferences? 2–3-year development check)
What is the role of the key person for all children?
What are the setting's approaches to differentiation generally and for children with SEND?
- How will the early years setting's provision and staff practice support a child?
What is the role of the key person where children have additional needs/SEND and senior staff i.e., room leader, the role of the SENCO?
What is the setting's provision map and how is it used to support children learning and development? The use of TLPs to support children at Wave 2/3 of the provision map.
How will you match provision to the learning and development needs of a child with SEND?
- How will you help parents to support learning?
How do you explain to a parent(s) how learning is planned and how can parent(s) help support this outside of the setting? Which staff have a role in this and what is that role? i.e., PICO, SENCO, Key person?
Do you offer any parent training or learning events?
How do you find out about events provided by others and how do you let parents know about them?
- How is a child able to express their views?
How are children encouraged to express their views?

What resources or activities do you use that allow children to express their views?
 What do you ask children for their views about?
 How are children involved in the planning of their own learning and in reviewing their progress?

What the setting provides

- The teaching and learning are supported through the children's individual interests: using child-led and adult-guided activities, as well as topic work and following the nursery's core values and aims, to cover the 7 areas of learning (EYFS)
- The nursery has all the areas of provision available for children to access, and enhancements are provided to support a child's development and learning on a daily basis.
- Children's progress and development is monitored by their key person on a continual basis and by the nursery manager. The toddler room will also complete the 2-year development check, and will involve the parents at all times in their child's progress.
- Each child will be allocated with a key person before starting the nursery. It is usually decided on who the child bonds with on their settling in sessions.
- The role of the key person is to assist the child with settling into the nursery and to closely monitor the child's progress and learning. The key person will be a point of contact between home and the nursery, and to build relationships with the child and parents.
- For children with additional needs, the key person, room supervisor and SEND co-ordinator will have regular meetings and will communicate and support one another with activities, plans etc.
- We have some children in the setting who are on a wave 2 and wave 3 on the provision mapping and the staff/key person will tailor individual learning plans to meet children needs and ensure that extra resource enhancements are available to help them progress to the next level.
- We provide parents with home link sheets to enable them to continue with their child's interest and for them to participate with feedback on what activities are beneficial to them at home as well as the nursery.
- If there are events that can be accessed by parents and their child, the key person or manager will email the parents informing of the events that would benefit their child. We also give leaflets, newsletters and flyers to parents of upcoming events in the community.
- Children are able to express their views during circle time, and through activities with their key person.
- Staff will involve the children in: their next steps, during circle time and through observations; especially photographs and videos, as children are able to recall the activities and are able to give their views.

Teaching and Learning Part 2 - Provision & Resources

- How are the setting's resources used to support practitioners to meet children's special educational needs?
 How does the setting determine what resources are available to support them in meeting the needs of children with special educational needs and disabilities?
 How is the setting's funding allocated? If resources are required, how are they sourced and purchased?
 If additional staffing is provided, how is this organised?
 How do you work with other professionals e.g., making key staff available to meet with/spend time with other professionals visiting the child? Provision Mapping
- What specialist services and expertise are available at or accessed by the setting?
 Are there specialist staff working at the setting and what are their qualifications?
 What other services does the setting access including education, health, therapy and social care services?

- How is a child included in activities outside the setting including trips?
What adjustment will you make to ensure a child is able to access the activities of the setting and how will you assist him or her to do so?
How do you involve parents/carers in planning activities and trips?

What the setting provides

- The staff at the setting are very experienced and use all resource available to them to meet the needs of individual children.
- If resources or additional staffing is needed to support the development of individual children with additional needs, the nursery will make enquires and see if funding is available to purchase the required resources and / or to support additional staffing.
- Staff have excellent relationships with working with other professionals.
- All activities in the setting are adjusted and tailored to meet every child's individual need so every child is inclusive.
- External trips do take place from time to time and the team would risk assess in advance any planned excursion to understand the environment to be visited as well as the needs of children e.g., if medication is required to be taken, specific transport and any other needs. Parents would be contacted to share information and ideas of potential trips to gain their views and suggestions.

Reviews

- How do parents know how their child is doing?
In addition to the normal reporting arrangements what opportunities are there be for parents to discuss their child's progress with the staff?
How does the setting know how well a child is doing?
How will parents know what progress their child should be making?
What opportunities are there for regular contact about things that have happened at in the setting e.g., a home nursery book
- How will parents be involved in discussions about and planning for a child's education?
How and when will parents be involved in planning a child's education?
How are parents/carers involved in the setting more widely?

What the setting provides

- Parents are provided with information on a daily basis, verbally or through their individual daily diaries, about their child's progress and information about what they've achieved through the day.
- Parents are able to play a big part of their child's development, as they can access tapestry online and see what their child has been doing and to make comments on the observations; as well as adding their own observations, which is encouraged.
- Staff at Munchkins follow every child's development through observations to ensure that they are progressing in their learning and development. The management team also review data from a child's online journal to track it against expected development.

Transitions

- How does the setting prepare and support a child to join the setting, transfer to a new setting or the next stage of education and life to ensure his/her well-being?
What preparation is there for the setting, parents and the child before he/she joins the setting?
How will a child be prepared to move onto the next stage?

What information will be provided to a new setting?

How will a new setting be supported to prepare for a child? (Use of access action plans when children have known needs that may require more significant planning)

What the setting provides

- New children and parents joining the setting are given an 'all about me booklet', as this gives the staff in the room an idea of the child interests and motivation. Settling in sessions are booked in with the parent. The first visit is with the parent and they will complete a questionnaire of the child's likes, interests and other information e.g., sleep patterns, then further sessions will be arranged between the parents and key person.
- If the child has been to a previous setting, we will ask the parent for the child's learning journal to enable their key person to see where their learning and development is at.
- If children have additional needs for e.g., Peg feeding we will contact the community nurse with the parents' permission to arrange training of staff before the child starts the setting.
- If children require additional support or equipment, the SEND will contact the relevant professionals in advance in order to request support and training in using the equipment, before the child is due to start.
- Children transferring to a new setting, the key person will contact the nursery or school, for their new key person / teacher to come and visit the child. The child's key person will complete a transition report that will be given to the child's parents, and to their new setting.
- For children who have additional needs, copies of play plans, target review etc., will be given to the parents for them to give to the new setting, so their new key person will have an understanding of where their child is up to.

Staff Training

- What training have the staff supporting children with SEND, had or are expected to have?
What number of staff hold what level of qualification?
How many staff are in training to move up to next level?
What level are the manager, SENCO, room leaders trained to?
Do you have any/how many staff with EYPS?
What experience does the staff team have of children with SEND? This should include recent and future planned training and disability awareness. In house and external training and 'on the job' experience including input from external professionals that has resulted in staff being 'skilled up' in particular areas.
Are there any staff (e.g., within chains of nurseries) that are available to support you? What qualifications/experience do they have?
Do any staff have any specialist qualifications?
Is the setting recognised/accredited as, for example, an 'I Can' nursery or does the setting have other quality assurance recognition related to SEND?

What the setting provides

- Owner is Early Years Level 3 qualified.
- Nursery Manager holds an EYP (Early Years professional status) and is also NQV Level 4 SEND and NVQ Level 3, Speech and Language qualified.
- 1 Degree qualified staff member with NVQ Level 3, Speech and Language.
- 1 Degree qualified staff member with BSL (British sign language) Level 2

Further Information

- Who can be contacted for further information?
Who should a parent contact to discuss something about their child?
Who else has a role in the education of each child?
Who can parents talk to if they are unhappy?
Does the setting have an open-door policy?
What opportunities exist for discussions at drop off/pick up times?
Can appointments be made to see specific staff at specific times?
How can contact be made with specific staff (e.g., Phone, text, email, notes, home-nursery diary etc)

What the setting provides

- Munchkins have an open-door policy. Staff are also available to speak to parents when dropping and collecting their child from nursery.
- If parents wish to speak to their child's key person, we will do our best to make arrangements for the key person to be available to have a discussion.
- Parents are informed on starting the setting that they can call, email or write messages in their child's daily diary to pass messages onto their child's key person.
- Parents can be provided with copies of the settings policy and procedures upon request. Parents are informed of who the management team are, and who they can talk to if they ever need to discuss their child's needs or if they have any concerns or complaints.
- For further information please call Claire Ainscough (Nursery Owner) On 01704 807 202.