



TLC Neighbourhood Nursery and Playgroup Local Offer

September 2015

TLC Neighbourhood Nursery is open Monday to Friday 8am -6pm

For children aged from 6 weeks to 5 years old

TLC Playgroup is open 9.10-12.10/12.50-3.50

For children aged 2 years old

Contact Details

TLC Neighbourhood Nursery

Dunstall Heights,

1 Dunstall Road,

Dunstall,

WV6 0LZ

Telephone: 01902 714433

Email: nreception@tlccollege.org.uk

TLC Neighbourhood Nursery and Playgroup is monitored and reviewed by Early Help and Ofsted.

Vision Statement

We offer a safe, caring environment, which encourages children to play and explore. All areas of children's learning and development are supported through observation, assessment and planning. Children and families are valued and respected by our dedicated team, who cater for all individual needs, ensuring we maintain inclusive practice at all times. We promote positive relationships and see parents as partners within our setting. Through our key person approach our friendly staff support and encourage individuals, enabling them to reach their full potential, feel loved and understood, and promote their health and well - being at all times.

Admission

The setting operates a waiting list, on which all prospective children's details will be kept until a suitable place is found. Children are offered a place on a first come first served basis, as and when places become available. Equal opportunities are given to all children.

Parents are asked to provide details of any needs a child has before they start the setting this is to ensure staff have received appropriate training to ensure consistency of care.

Children aged between 3-5 year olds are able to access Nursery Education Funding, 2-3 year olds may be able to access funding for childcare, please speak to nursery reception for details.

For all other childcare costs please see nursery reception for details.

Assessment and Monitoring

Early Identification

Parents' early observations of their child are crucial. Parents are asked during registration to fill out a starting point document which evidences their child development so far. The child's Key Person will then monitor and carry out development assessments using the Early Years Foundation Stage with all children and regularly provide parents with reports to review progress this will be a short written summary of their child's development. These reviews/reports will identify the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns practitioners will develop a targeted plan to support the child.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, the Key Person will consider all the information about the child's learning and development from within and beyond the setting. The Key Person will particularly consider information on a child's progress in communication and language; physical development; and personal, social and emotional development. A delay in learning and development or behaviour may or may not indicate that a child has Special Educational Needs. All information will be considered including factors such as communication difficulty, housing, family or other domestic circumstances that may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

Identifying and assessing young children where first language is not English will be carried out with particular care. The Key Person will look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from Special Educational Needs or Disability. Difficulties related solely to learning English as an additional language are not Special Educational Needs

Parents know their children best and it is important that they feel confident to approach their child Key Person to express concerns about their child's development. The Key Person will be alert to behaviours and how children raise their own concerns about their development.

Support will be tailored to the individual the needs of the child considering the family's needs and the best ways to support them. The support will be family centred.

Procedure we will follow if concerned

- 1 The Key Person will fill out a development/ speech and language concern form
- 2 A meeting will be arranged with the settings Special Educational Needs Co-ordinator
- 3 Informal discussion will take place between the Key Person and child's parent/ carer to share information, permission will be sought from the parent before outside agencies are involved
- 4 Following the meeting, the Special Educational Needs Co-ordinator will spend sessions observing the child
- 5 Using the notification of concerns sheet, the Special Educational Needs Co-ordinator will support the child's Key Person in the planning of activities including individual specific strategies identified
- 6 The Special Educational Needs Co-ordinator will liaise with the Area Special Educational

Needs Co-ordinator and any other outside agencies for advice and support

7 A meeting will be held with the Special Educational Needs Co-ordinator, key person, parent's of the child and Area Special Educational Needs Co-ordinator to complete a Special Educational Needs Support form

8 Regular reviews of the set outcomes would be agreed with the parent/carer, the child, the settings Special Educational Needs Co-ordinator, the key person and the Area Special Educational Needs Co-ordinator.

If English is an additional language then an interpreter will be sought to ensure the parent/carer fully understands each process that needs to take place.

Parent Partnerships

Parents/Carers will be fully involved and in control of all stages of their child's learning and care. Parents with children with Special Educational Needs Support will be provided with appropriate and clear information, to ensure consistency both at home and the setting. Where other professionals are visiting the child at the setting, a feedback sheet will be provided to the parent/carer to ensure they are kept fully informed of progress being made.

The setting regularly has family circle days, where parents are invited into the setting to join in and share children's learning. Each half term the Key Person will fill out a review form which is shared with the parents, parents have the opportunity to make comments and suggestions future learning opportunities.

The setting works closely with the local children centre which provides parent classes. The setting is also attached to the TLC College which run many classes that parents/ carers can attend. (Please see web site for more information- www.tlccollege.org.uk)

The setting strives to make a positive bond with parents, which helps them feel comfortable to be able to raise any concerns they may have about their child's progress at anytime. There are many opportunities for parents to share concerns such as during daily feedback at dropping off time or collection times, half termly reviews and parents evenings which are three times a year, they can also request of a meeting with their child Key Person for one to one advice or support at times that are convenient to all.

Names, roles, telephone number of key contact within the setting

Sarah Simm-Manager -Special Educational Needs Assistant-01902 714433

Leanne Brighton- Deputy Manager -Special Educational Needs Co-ordinator-01902 714433

Karen Southall- Early Years Practitioner- Holiday Club Co-ordinator-01902 714433

Samantha Beech- Early Years Practitioner- School/ transition co-ordinator-01902 714433

Zoe Preece- Nursery Receptionist-Admissions -01902 714433

Helen Walker- Early Years Practitioner- Early Language Lead Professional - 01902 714433

Nicola Preece - Early Years Practitioner- Behaviour Co-ordinator-01902 714433

Names, Roles, Telephone numbers of key contacts outside of the setting

Gem centre- 01902 446270

Gem centre-Speech and Language Department-01902 444363

Parent partnership-01902 556945

Multi Agency Support Team (MAST) -01902 550609

Information for families - 01902554242

Whitmore Reans Children Centre- 01902 550585

Early Help 01902 555894

Early Years Foundation Stage

The setting has fully implemented the Early Years Foundation Stage. All children's development is monitored using assessment tools such as the Capturing the Journey, 2 Year old progress check and the Early's Years Profile. Children's learning and development is catered to their individual needs and styles of learning, this is assessed using the Characteristics of Effective Learning. The Key Persons will meet as a team to plan activities and the environment to suit children's learning styles. All learning is planned around the development needs of all children.

The setting will make reasonable adjustments to suit the children needs where possible. The routines that are set at the setting are flexible and fully adapted to ensure that all are able to participate. The settings rooms are arranged out to ensure full access to all areas of the Early Years Foundation Stage. All furniture is fully moveable and adjustable ensuring use for all. The setting is a purpose built building, the nursery provision is located on one ground floor level, whereas the playgroup is located on the second floor which has lift access.

Supporting Individuals

If a child requires medical or personal care during their time at setting a plan will be put together before they start with all parties involved with the child. Training will be sought for the setting practitioners for consistency of care.

Complaints Procedure

In the rare instance that a parent of a child with Special Educational Needs should want to make a complaint regarding the service provided to them or their child, they should firstly speak to their child's Key Person. The parent should also speak to the settings Special

Educational Needs Co-ordinator to discuss the matter. Should the parent feel that the issue has still not been resolved the parent should then consult with the Nursery Manager. In extreme cases OFSTED can be contacted should the parent not feel satisfied.

To make a formal complaint write to:

Enquiries
National Business Unit,
Ofsted,
5th, 6th and 7th Floors,
Piccadilly Gate,
Store Street,
Manchester,
M1 2WD

Telephone contact number:-0300 123 123

For more information: - <http://www.wolverhampton.gov.uk/send/>