**Early Years Education Provider**

*Please answer the following questions about your setting (using the template below) and send your service or setting offer to* ***fyi@cityoflondon.gov.uk****. We may edit the offer to make sure it's easy to understand and consistent. We may also return it to you with comments for you to consider before you publish it. We will publish your Local Offer on the Local Offer website, and we ask that additionally you publish it on your own website (if you have one) for parents, practitioners, schools, education settings and partners to access.*

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| **Local Offer Core Details**

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| Smithfield House Children’s Nursery |

**Your Organisation’s Name**

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| **Smithfield House Nursery**is a purpose built, owner-managed nursery in the heart of the City of London, offering early education and childcare to children aged 8 weeks to 5 years. We are open Monday to Friday 8am to 6pm, 51 weeks of the year. We close for one week over the Christmas holidays and all Bank Holidays. Our nursery has been specially designed to incorporate the needs of all children whilst ensuring compliance with current regulatory requirements, such as Health & Safety, Disability Discrimination Act and Ofsted.  We provide a loving, safe and secure environment for all children regardless of ability or needs. |

**Local Offer Description**

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| Janet MacGregor |

**Local Offer Contact Name**

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| 0207 236 1000 |

**Local Offer Contact Telephone**

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| office@smithfieldnursery.co.uk |

**Local Offer Contact Email**  |

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|  | **Birth to Preschool****0 - 4** | **Primary School** **4 - 11** | **Secondary School****11 - 16** | **Preparing for Adulthood** **16-18** | **Young Adults****18-25** |
| **Universal** |[x] [ ] [ ] [ ] [ ]
| **Targeted** |[ ] [ ] [ ] [ ] [ ]
| **Specialist** |[ ] [ ] [ ] [ ] [ ]

**Please tell us the type of service provided for each group below by ticking the relevant boxes.**

**QUESTIONS THAT PARENTS, CARERS AND YOUNG PEOPLE HAVE ASKED…**

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| **Provider:** Smithfield House Children’s Nursery |
| **1. How does the setting know if children need extra help? What should I do if I think my child may have special educational needs?***How do you identify children with special educational needs?**How would a parent/carer be able to raise any concerns they may have about their child?*  |
| Most children spend at least 10 hours a day in the setting therefore the staff get to know them extremely well. Through careful planning and evaluation our staff can identify early signs of a potential need. Our first port of call would be the child’s parent, where the staff would approach this casually at first and enquire if the parent has maybe noticed anything or if they have any concerns themselves. Strategies would be put in place to support the child and this would be carefully documented to show us if the child is moving forward in their learning. The setting can seek further support from our local authority who will ensure that what we are doing is right and to signpost us to other agencies who have the expertise in the need identified. Our staff are very approachable and work hard to build good relationships with our parents. If any parent has a concern, the child’s key-worker would be the person best placed to have the initial conversation about their concern. |
| **2. How will staff at the setting support my child?***Who will oversee and plan the education programme for my child?**Who will explain this to me?* *How is the setting’s management committee or owner involved and what are their responsibilities?* *How does the setting know how effective its arrangements for children with special educational needs are?* |
| Your child will be allocated a Key Person who will be responsible for planning activities and opportunities to support their learning, development and well-being during their time with us. As a staff team we regularly observe all children, and then use these observations to track each individual child’s learning and development against the Early Years Foundation Stage – the national framework that all settings must adhere to. During your time with us, you will have access to the EYLOG system that we use. All observations that we carry out on your child are uploaded, and via a secure log-in you are then able to view these as soon as they are uploaded (usually within 24 hours). We also encourage parents to upload their own observations, to help build a rich picture of each child’s abilities and achievements. If, at any time, we observe and find that your child’s development is not quite where we would expect them to be in any area, your child’s Key Person will always discuss it with you. Often, we find that some focused activities in the specific area of development means that in a few weeks everything is back on track. We use Short Term Education Plans so that staff and parents can work together in supporting a particular area of development. If, however, you or we feel that your child would benefit from some additional support, or there are further concerns, with your permission we are able to access the Area Senco (Special Educational Needs Co-coordinator) for the City of London.  |
| **3. How will the curriculum be matched to my child’s needs?***What are the setting’s approaches to differentiation?**How will that help my child?* |
| The ethos of Smithfield House is: ‘No child has a problem, we do’ To explain this further: All children in our care are seen to have the ability to achieve everything, all we need to do is make reasonable adjustments and model our environment to meet the needs of the children who access our services.  |
| **4. How will I know how my child is doing and how will you help me to support my child’s learning?***What opportunities will there be for me to discuss my child’s progress with the staff?* *How will I know what progress my child should be making?**How will you explain to me how my child’s learning is planned and how I can help support this outside of the setting?* *What opportunities will there be for regular contact about things that have happened at the setting eg a home / setting book?* |
| Here at Smithfield House, our staff plan activities that are meaningful to each child’s age and stage of development. This is documented allowing the staff to support each child’s learning and move them forward through the Early Years Foundation Stage (EYFS). Documentation is in electronic and written format. Our parents are registered for our electronic version, therefore, receive regular updates on their child’s progress. Additionally, our parents can upload their own observations to the system enabling staff to utilise this information for planning next steps for their child. Staff take time to talk with our parents each time they come in. They enquire how the child has been over night or at the weekend and will verbally feedback to parents at the end of each day to let them know how their child has been. We endeavor to hold parent’s evenings bi-annually which allow for opportunities for parents to discuss their child’s development. At this time, parents can read through their child’s development folder and the staff will explain how the child is progressing. If at any time during a child’s stay with us we feel that additional support is needed, we will always discuss this with you first. However, we can draw on the expertise of the relevant agencies which allow us to put in place methods to ensure that your child’s developmental needs in all areas are being met. Smithfield House has an open-door policy and actively encourages its parents to chat to our staff about any concerns they may have, at any time throughout the year.   |
| **5. What support will there be for my child’s overall well being?***What is the pastoral, medical and social support available in the setting for children with SEND?* *How does the setting manage the administration of medicines and providing personal care?* *What support is there for behaviour, avoiding exclusions and increasing attendance?* |
| We pride ourselves in our ability to build strong relationships with the families who access our services therefore provide a sound support system. We have appropriate, but strict policies and procedures in place for the safe administration of medicines. All staff hold a relevant paediatric first aid certificate. Staff regularly update their knowledge in this field in accordance with Ofsted legislation. All staff are aware of, and implement our policies and procedures surrounding each child’s personal care and care needs.Staff promote good role modelling for the children to encourage good behaviour. Gentle and appropriate reminders are provided so that the children can understand what is expected of them. This in turn inspires the children to become positive role models for their peers.Senior staff will make contact with families where their child has missed days at the setting where no prior notification has been given. This is to ensure that the child is safe and also to provide support where appropriate.  |
| **6. What specialist services and expertise are available at or accessed by the setting?***Are there specialist staff working at the setting and if so what are their qualifications?* *What other services does the setting access including health, therapy and social care services?* |
| All staff can undertake specialist training if required (e.g. Epi-Pen training etc.) Where required we will always endeavour to invite specialists into the setting to allow all our staff the opportunity to further develop their knowledge and understanding of these professionals and be guided by their expertise. |
| **7. What training have the staff who support children with SEND had?***This should include recent and future planned training and disability awareness.* |
| All staff have undertaken training in supporting children with Special Educational Needs and Disabilities. We also regularly attend SENCO Forums, to share ideas, experiences and expertise from other settings. We have a named SENCO – Janet MacGregor. Over 50% of our staff team are graduates, and are therefore fully able to provide an inclusive provision based on each individual child’s needs. Through our local authority all staff have the opportunity to engage in any future training available, to enable them to further enhance their knowledge and understanding in SEND.  |
| **8. How will my child be included in activities outside the setting including trips?***Will my child be able to access all of the activities of the setting?**How will you assist him or her to do so?* *How do you involve parent carers in planning activities and trips?* |
| All activities are accessible to all children. Staff arrange the environment to allow all children free movement. In some areas we have steps with child level hand rails. These help with gross motor skills. Any child with restricted mobility will always be supported by staff to access these areas, ensuring that the child is never made to feel different or simply feel ‘I can’t do that.’ With careful planning and assessing risks, no area if off limits to any child.Although we do not have outdoor space, we have the whole of London on our doorstep and your child will venture into the local community daily. The saying we have here at Smithfield House is: we don’t have bad weather, we have bad clothes!! If your child is dressed in suitable clothing for the season, they will be out exploring our city every day. If trips are planned further afield, a visit is made by a senior staff member first. This allows us to identify any restrictions, plan how to overcome these and to minimise any risks. Parents are encouraged to join us on such occasions and to share in their child’s learning experiences.  |
| **9. How accessible is the setting environment?***Is the building fully wheelchair accessible?* *Have there been improvements in the auditory and visual environment?* *Are there disabled changing and toilet facilities?* *How will equipment and facilities to support children with special educational needs be secured?* *How does the setting communicate with parent carers whose first language is not English?*  |
| Smithfield House is fully accessible to wheelchair users and has disabled toilet facilities. The environment is bright and spacious. We also have a sensory room that is accessible to all children. We have staff who speak a number of languages however, if there is a need, we will endeavor to have all our information available in any language needed. |
| **10. How will the setting prepare and support my child to join the setting, transfer to a new setting / school or the next stage of education and life?***What preparation will there be for my child before he or she joins the setting?* *How will he or she be prepared to move onto the next stage?* *What information will be provided to his or her new setting / school?* *How will you support a new setting / school to prepare for my child?* |
| Before your child starts with us, we will ask you to complete an ‘All About Me’ and a ‘My Routine’ form.  This will tell us all about your child; what they like, dislike, what is important to them and how we can best support them.  This will be the first step in our on-going partnership with you and will help us to meet your child’s specific needs from day one.  We will then work with you and your child to ensure they settle securely into the setting at their own pace.We will capture your child’s learning and development in their ‘Learning Journey’ document – which we hope you will also contribute to. With your input, this will create a holistic overview of your child’s achievements and abilities.  When it is time for your child to move on, this will help to form a ‘Transition Report’ for your child’s next setting.  Our ‘Open Door’ policy also extends to your child’s new setting – we often have children’s new Key Worker come and visit them during their time with us before they move on.  Of course, this will only be with your consent.  We are also happy to have 1-1 meetings with your child’s new setting, to ensure a smooth transition both for yourself and your child |
| **11. How are the setting’s resources allocated and matched to children’s special educational needs?***How is the setting’s funding used to support children with special educational needs?* |
| Smithfield House Children’s Nursery allows for a budget to be set aside to invest in appropriate resources that will best support a child’s needs. This can be something as simple as books printed in different languages to more specialist play equipment that would support a child with SEND.  |
| **12. How is the decision made about what type and how much support my child will receive?***Describe the decision making process.* *Who will make the decision and on what basis? Who else will be involved?* *How will I be involved?* *How does the setting judge whether the support has had an impact?* |
| We will always discuss this with you. We will not seek any outside support without your permission, unless of course we are concerned that your child is at risk by not doing so. In most cases we can agree this between us, with the support of our setting’s SENCO. However, we also have access to the City of London Area SENCO, and SEND Project Manager, if required. We also have access to a Senior Educational Psychologist, who we can draw support from if your child has, or would benefit from, an Education, Health and Care Plan (EHC Plan – previously referred to as a ‘Statement’). |
| **13. How are parents involved in the setting? How can I be involved?***Describe the setting’s approach to involving parents in decision making and day to day life including for their own child.**What support is available for parents/ carers of a Child with SEND?* |
| We encourage all our parents to be pro-active in their child’s learning. With the use of our electronic recording of each child’s development through ey-log, and its ability to alert parents of updates through its user-friendly app, parents can become directly involved with their child’s learning journey. Parents can upload their own observations, comments or celebrations of their child’s achievements. Staff take time to speak with each and every parent on a daily basis to ensure that we are meeting their expectations as their childcare provider. Additionally, we periodically distribute to all parents who access our services, a questionnaire. This enables us to consider the views of our families and welcome their feedback. This information then assists us in reviewing our own practice and facilitates us in moving the setting forward. |
| **14. Who can I contact for further information?***Who would be my first point of contact if I want to discuss something about my child?* *Who can I talk to if I am worried?* *Who should I contact if I am considering whether my child should join the setting?* *Who is the SEN Coordinator and how can I contact them?*  |
| All children are allocated a key-worker. Although all the staff in your child’s room will care for your child throughout the day, it is the responsibility of the key-worker to document your child’s development. Therefore, they are best placed for an initial discussion about anything relating to your child.If you are considering joining the setting, please contact:Mrs Janet MacGregor Te: 0207 236 1000 Email: office@smithfieldnursery.co.uk  |

**Now, please publish these answers on your own website so that families looking at your service will know what you can offer. And make sure that the Local Offer directory has the answers too:**

**RETURN TO: Family & Young People’s Information Service (FYi) Manager** **esther.olawande@cityoflondon.gov.uk**