



**Oak Tree Nursery School  
Garstang  
SEN and Disability  
Local Offer: Early Years Settings**

## **The Setting**

Oak Tree Nursery School is owned by a Qualified Early Years Teacher (Sarah), who is passionate about providing quality childcare. Nurturing children is a priority for this Garstang setting.

The Manager (Mary-Jane) ensures the nursery runs highly effectively on a day to day basis. Mary-Jane is the Designated Safeguarding Officer, and has the role of PICO – Parental Involvement Co-ordinator, ensuring strong relationships with all our parents/carers.

The Deputy Manager (Jill) is Deputy Senco and Deputy Designated Safeguarding Officer. Our ENCO – Equalities Named Co-ordinators are Mary-Jane and Jill. Our lead Special Educational Needs Co-ordinator, SENCO, is Annette.

There are 4 other qualified, experienced, caring and motivated practitioners. We also have sand volunteers who help us in certain sessions.

We at Oak Tree have close links to the adjacent school, the Children's Centre, the Library, Health Centre and the local wider community.

Oak Tree Nursery is open from 7.45am – 5.45pm, Monday – Friday. See below

Breakfast session	7.45am-8.45am
Morning session:	8.45am-11.45am
Lunch:	11.45am-12.15pm
Afternoon session:	12.15pm-3.15pm
Afterschool session	3.15pm- 5.45pm
Sessional Day:	8.45am-3.15pm/ 7.45am to 5.45pm

We are open 38 weeks of the year (Term-time only) in line with the attached Garstang Community Primary and their holiday pattern. The setting is registered with Ofsted for the provision of 28 children per session. As you see we provide sessional care to co-inside with the Parent/Carers who have siblings at the school next door.

All activities are led by the individual child's interests. Most of these are in mixed age groups giving the younger children the ability to follow their peers as positive role models. However, as our numbers of children increase, we will split them into two age groups e.g. 2-3 and 3-4 year olds.

Therefore, we can differentiate the activity, making it appropriate to their age and ability, increasing their knowledge and providing next steps for them to progress through play.

When a child has settled in at Oak Tree Nursery School, they are assigned a Key Person that they have made an attachment with. A Key Person will be introduced to the child's Parent/Carers by name. They will then explain their role as a person that their child can approach, should they require to, throughout the nursery day. The Key Person will also build a relationship with the Parent/Carers, as well as the individual child. Within the first couple of weeks of settling in at nursery we carry out a home visit to see the child in their own environment. These can give us an insight on a child's developmental needs.



## **Accessibility and Inclusion**

Oak Tree Nursery School is situated adjacent to Garstang Community Primary. The nursery is accessible for all having wheelchair access at the entrance and being located all on one level. There is also accessible toilet and changing facilities.

At the entrance there is a parent notice board with information about the setting. A summary of our policies is on the website. Full policies are available on request in the nursery. Other information about local activities and events are available in our parents file. We encourage Parent/Carers with English as an Additional Language (EAL), to assist in communication with their children. We use signs and setting pictures to communicate with parents or children with EAL. We endeavour to use Google Translate to assist in translating essential messages into the families' first language. The Manager (Mary Jane) and Nursery Practitioners are always available and approachable if you need to ask any questions or require some information clarifying. On request information can be produced in different ways for example large font and we can assist on the filling out of forms.

The nursery is set up so that areas of continuous provision are accessible to all children. However, the layout can be changed to be accessed for each unique child, if they have additional educational needs. The units are at child height making them accessible for ALL children within the setting.

Areas have shallow boxes that are easily accessed for all children to choose a resource (toy) to use. The setting is well stocked with resources for children of all ages and abilities.

Messy play includes Sand/Water/Malleable/Painting and Gluing. Is in our undercover area. The carpeted area is for all other activities such as Small World/Library/Computer and Role Play which can also be changed to fulfil the children's individual interests and is led by them. For example, Home Corner/Shop/Doctors/ Café etc.

Continuous provision is offered throughout the nursery and outdoors. The outdoor area is open for all children to access in all weathers. Wellingtons and waterproofs are provided. We have a flat even tarmacked area, with sand, bark, stones. We have clearly labelled resources that are provided outdoors for all children to use for their own imagination and play. Planters are filled with flowers and herbs to create a sensory garden. Our mud kitchen is where the children enjoy making mud and vegetable pies – the children love this! There is a den for reading or role play, and a bamboo river for experimenting with water.

## **Identification and Early Intervention**

The highly qualified and experienced owner, manager and practitioners at Oak Tree Nursery School, work closely together with the individual child and their families. Our SEND/Inclusion Policy is shown and explained, if required, to Parent/Carers, prior to a child starting with us. We follow this policy, which enables us to identify the graduated response.

Once the child has settled in nursery, we arrange a planned visit to see the child and their families in their own environment. We complete the 'All about me' booklet at this visit. The Key Person starts carrying out observations, covering all areas of the Early Years Foundation Stage (EYFS). This can then show if there is an area in which their child is not reaching. It can be improved by planning certain activities to encourage this development and make 'next steps' for them to progress. This adult-led activity would not necessarily be just for an individual child but may be done in a group session with their peers. This might just mean also that a child is interested and enjoys an activity in a certain area, more than others. As experienced practitioners at Oak Tree Nursery School we encourage children to experience all areas of the EYFS.

During their time with us at Nursery, each child has their own Learning Journey. This booklet contains observations, photographs and tracking of their progress, to coincide with the EYFS. A tracker can show us an up to date review of where your child is at and helps us to highlight where any extra help is needed. We also carry out a progress check at age 2 on each child that attends. Any concerns will be raised here and discussed with the Parent/Carers in confidence.

All Parent/Carers can approach the Manager (Mary-Jane) or (Jill) with regards to any initial concerns regarding a child needing extra help with their individual needs whilst at Oak Tree Nursery School. An appointment can be made, but our 'Open door' policy ensures just that, so we are available at any time during the Nursery day for you to raise any issues you may have regarding your child.

We work in partnership with Parent/Carers of our setting to ensure the best outcome for each child and their families.

Decisions with regards to any additional needs are made together. This means input from the individual child (depending upon age, although pictures can be used, for a younger child), Key Person, Parent/Carers, The Manager (Mary-Janel), SENCO (Annette) and other outside agencies such as; Inclusion Teacher, Doctor (GP), Health Visitor, Social Worker, Speech and Language Therapist.

The SENCO's role is to co-ordinate and keep strong communication with all of the

outside agencies involved. They arrange all meetings and keep everyone up-to-date, either via email/letter or face-to-face. To ensure that all involved with the individual child and their families are kept informed of all events which may occur, involving the development of their child.

In the setting we use provision mapping to identify ways in which we can support a child with additional needs.

## **Teaching and Learning Part 1 – Practitioners and Practice**

**Our Nursery works within the framework of the Early Years Foundation Stage (EYFS).**

**All practitioners use the Development Matters Guidance from the EYFS to plan provision and activities to enhance the children's interests.**

**The focus is on the 3 prime areas:- Personal, Social and Emotional Development (PSED), Physical Development (PD) and Communication and Language (CL). These are followed by the 4 specific areas of Literacy (L), Mathematics (M), Understanding the World (UtW), and Expressive Arts and Design (EAD). The 7 areas are covered by provision of a wealth of resources to enhance a child's development.**

**Progress meetings are held termly. This is where parents/carers are invited into nursery to discuss their child's development and look through their Learning Journeys. Any concerns can be addressed at this meeting.**

**Whilst at Nursery, all children, with assistance from their Key Person/Practitioner, are encouraged to express their views and emotions. This can be done by showing them or drawing how they are feeling.**

**Characteristics of Effective Learning are the ways in which a child engages with other people and their environment. The areas of learning are Playing and Exploring – Engagement, Active Learning – Motivation and Creating and Thinking Critically – Thinking.**

**Children are encouraged to express their own views to allow them to make decisions throughout play. The rule of law is children setting out their own rules and boundaries (with adult support) to manage their individual behaviour and feelings that might affect their peers. We include all children and families no matter what their faith and beliefs are. All children are unique, and with this we encourage independence, and let them have an input, based on their individual interests, which leads onto our weekly planning.**

## Teaching and Learning Part 2 - Provision & Resources

At Oak Tree Nursery School, we carefully select resources and toys ensuring that they are developmentally appropriate for the child's age and ability. We use our setting's provision mapping to identify resources and activities to support children's individual needs. When available, from the Local Authority, Special Educational Needs (SEN) funding is allocated then used to buy specific resources.

We liaise with all outside agencies and welcome them to visit us in the setting and spend time with the children and their Key Person during a nursery session. The SENCO (Annette) will also be there to fully support, wherever needed, either on the visit or afterwards. Any targets set by the professionals on a Targeted Learning Plan (TLP) will be shared and discussed with Parent/Carers. This gives whoever has parental responsibility the opportunity to assist in their child's development and continue with these targets at home.

All children are included in going on trips and outings, usually in the local community. Parental written permission is gained for each child. Risk Assessments are carried out and adjustments to the outing made, if required, as the safety of all the children is paramount.

## Transitions

Upon starting at Oak Tree Nursery School, children and their Parent/Carers are invited to have a stay and play session, if they so wish. This is usually when they are assisted in completing any paperwork required.

Transition meetings are held when the child is moving on to school or a new setting with Parent/Carers, children, Key Person and other outside agencies. The child's learning journey/transition document will also be passed on to a new setting/school.

The children are invited into Garstang Community Primary School for several transition sessions before they start school ensuring that a smooth transition will take place in the September of that academic year. To enable this School is given a transition document which gives them a bigger overall picture of what a child's specific needs are prior to starting. We invite Reception Teachers into the Nursery to see the children, in the session and to ask any questions that they may have.

## **Staff Training**

**The Owner (Sarah) is a Qualified Teacher with many years of experience in the Early Years Sector.**

**The Manager (Mary-Jane) is qualified to Level 3, with responsibility for lead Safeguarding and is working towards level 3 Forest school Qualification**

**The Deputy Manager (Jill) has a Foundation Degree in Professional Development in Working with Children and she has lots of experience in all aspects.**

**All permanent practitioners are qualified at Level 3 in Childcare, Safeguarding Level 1 and First Aid.**

**We have weekly volunteers and students, which also form part of our team at Oak Tree.**

**Some of the team are continually updating their knowledge of Speech & Language as we feel this is an area that could benefit some of the children that attend our nursery.**

**We get regular visits and support, from the local government Inclusion Teacher and other outside agencies when deemed necessary.**

## **Further Information**

**If you would like to discuss something about the welfare of your child, please do not hesitate to speak to Mary-Jane – Manager, or Jill – Deputy Manager.**

**Oak Tree Nursery has an ‘open door’ policy for discussing the children’s well-being and involvement.**

**Parent/Carers can approach their Child’s Key Person on arrival or at the end of the session, or you can make an appointment if necessary.**

**The Manager is on-site each day and is available for any suggestions or comments.**

**We also welcome contact by e-mail or text messages.**

**Telephone/Text:07779443960 or**

**Email: [www.Garstang@oaktreenurseryschooltd.co.uk](mailto:www.Garstang@oaktreenurseryschooltd.co.uk).**