**SEN and Disability**

**Local Offer: Early Years Settings**

Name of Setting: HUMMINGBIRDS



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.

This Local Offer is designed to help parents of children with Special Educational Needs (SEND) or Disabilities know what support they can expect at Hummingbirds. This Local Offer must be published on our website. We must include the name and contact details of our SENCO and the following link to the Local Authority’s Local Offer:

 (not yet available 25/06/14)

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| **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 this setting provides*** Hummingbirds is a sessional, term time only, nursery, open 38 weeks per year.
* We are registered with OFSTED to take up to 30 children aged 2-5 years.
* We are open 9am to 3pm Monday – Thursdays inclusive and Fridays until 1pm.
* We have one main nursery room plus outdoor areas and additional ground floor rooms which can be used during session times but cleared away out of session times so that other groups can use the building.
* We operate a free-flow indoor/outdoor policy unless the weather is really too bad.
* While a mixed age group room we do have separate age groups for story, singing etc
* Manager, nominated person, Safeguarding and Health and Safety Officer is Mrs Janet Miller (B.ed 1st Class hons)
* Deputy manager, SENCO, Deputy Safeguarding Officer and Fire Officer is Mrs Shirley Gascoigne (NNEB)
* Equalities and Inclusion Officer is Mrs Carole Taylor
* Behaviour officer is Mrs Bridget Buer (no longer required)
* Parent Involvement Co-ordinator is Mrs Janet Miller
* All above are Early Years Practitioners and key persons
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| **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?  |
| **Accessibility and Inclusion: what this setting provides*** There is a wheelchair ramp to the main entrance from Castle Lane
* We have 2 parking spaces immediately outside our gate on the Castle Lane entrance which are usually used for staff but could be set aside if necessary.
* We have 3 small children’s sized toilets and sinks fully accessible from the main nursery room.
* There is a disabled toilet on the ground floor of the centre in which we are situated. There is a ramp from the fire-exit at the back of the centre in which we are situated. Accessible through the adjoining school playground.
* We have information including policies and procedures all available on our website [www.hummingbirds-nursery.com](http://www.hummingbirds-nursery.com), in hard copy in corridor area and on request.
* We have a noticeboard in our parents’ waiting area and an easel in the waiting area keeping parents’ up to date.
* We have regular 2 weekly approximately, newsletters informing parents planning, events, new items and reminders.
* We have a box of, and a wall display of, useful general information/booklets for parents e.g. re sleeping, eating or more serious disabilities and learning difficulties such as the autistic spectrum.
* We display and distribute information from the Garstang Children’s Centre and from useful website such as the Infant and Toddler Forum. We also try to put links to useful sites on our own website.
* We send out regular newsletters – every 1-2 weeks available in parents’ area and on website.
* We can provide information in different font sizes, languages if requested.
* Where English is not the first language we seek help from other bi-lingual parents and would need to use google translate. Some French is spoken. We have staff who have attended training in English as an additional language.
* We have picture signs on furniture, doors etc in the languages of the children currently attending at any time.
* We have a few bi-lingual books and CD nursery rhymes in Polish. We would invest in other languages as the need arose.
* We have a visual timetable on the wall and would use photographs to help children understand what is going to happen next.
* We do not have specialist adjustable furniture but would make reasonable adjustments to the room/outdoor provision in order for children to access all areas of provision- safely and effectively whether it be changing levels or creating space to move around safely.
* Our main outdoor area is a soft play surface.
* We have several small, accessible raised garden beds/pots with a range of smells and textures to stimulate the senses.
* We have an large outdoor sandpit which children can step into or very easily be lifted into.
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| **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? |
| **Identification and Early Intervention: what the setting provides*** We have and follow a ‘Supporting children with Special Educational Needs Policy’ (see on our website or hard copy available from nursery)
* We have and follow policy 9.1’ Valuing Diversity and Promoting Equality’.
* We have and follow a policy Promoting Positive Behaviour’.
* Most importantly, we have a friendly yet always professional, open door policy and encourage parents to come and chat **whenever** they feel they need to so any concerns can be addressed early on.
* Staff keep up to date with training on related issues.
* Where a child entered Hummingbirds with a specific need we would seek to fund staff training and cascade training which would assist that child, parents and staff e.g. Makaton, managing behaviour, or any specific condition.
* Before entry we ask parents to complete an ’All About Me’ book and would discuss any concerns the parents may have.
* Our registration form, completed before the child starts, identifies any existing statements of special educational need, parental concerns, involvement of other agencies working with the child etc
* We conduct a base-line assessment of all children on entry to Hummingbirds which is an early indicator of a possible need for intervention and a starting point from which we judge progress or lack of progress.
* Key persons make daily observations of children and these are dated and kept in the child’s individual learning journey files. These inform tracking and judgements.
* The child’s key person carries out the 2 year progress check and discusses this with parent. If actual age is behind developmental age we consider early intervention strategies.
* We track the children’s progress using our observations and professional judgement and record this on individual tracking documents at least at the end of every term. Where a child has additional needs we would keep a closer eye on the tracker and use smaller steps.
* We check that development is within the relevant age bands. If a key person has any concerns she discusses these with the SENCO and manager and parents.
* Where the developmental age appears behind the actual age of the child we would discuss with parents and consider seeking advice i.e. send off a request for guidance from the IDSS –(Inclusion and Disability Support Service)
* We follow the actions described in our SEND policy - firstly observing and monitoring a concern. If still concerned we then may put in a Request for Guidance to the IDSS. The inclusion teacher would then visit and a Common Assessment Framework would be completed with SENCO, inclusion teacher, parents and any other agencies linked with the child and information sent to the panel who would allocate support, if any.
* We may use our SEN budget which is included in our funding to either fund resources or staff, depending on the situation and the advice of the inclusion teacher.
* The SENCO with the support of the manager make all decisions and is responsible for liaising with parents at all stages and the Inclusion teacher.
* We have recently trained 3 staff in Ferre Laever’s Well-being and Involvement programme and this will be cascaded to all staff and used to ensure that all children make the best possible progress. We hope all staff will attend this training in the near future. We are aware of the vital link between a child’s well-being and how this affects their ability to become fully involved in the setting and therefore their ability to learn and develop. We assess our children’s level of involvement, and, whatever their age or ability, we aim to make the learning environment stimulating and challenging.
* This is why we plan closely to the children’s interests and needs and teaching is done predominantly through the play initiated by the child.
* We are also trialling the Nuffield Early Language Intervention Programme with small groups of pre-school children who we feel may benefit to give them a boost in speech and language skills before starting school.
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| **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? |
| **Teaching and learning :practitioners and practice: what the setting provides*** We work under the guidelines of the Early Years Foundation Framework (Sept 2012, revised 2014) We can provide parents with a guide to the EYFS or direct them to a copy and parent’s guide on-line.
* Our nursery provides easy and attractive access to all areas of continuous provision - sand, water, book/quiet area, workshop, creative, malleable (play-dough etc), construction, mark-making, role play, technology, small world, music.
* We have clearly defined areas where children can be independent and access the resources they want or need. We aim to enable them to be as independent and creative as possible.
* We have free-flow from indoors to outdoors at all times so that children can benefit from the unique learning opportunities this provides. Some SEND children are more comfortable and relaxed outside, will talk more, benefit from the space and therefore learn more. Our outdoor area is resourced with exciting, challenging resources. Children may also choose to take and indoor activity outside.
* Through these areas we develop the 3 primary areas of learning – personal, social and emotional (PSED), Communication and Language and Physical. These 3 are crucial to all future learning in the 4 specific areas of maths, literacy, knowledge and understanding of the world and expressive and creative design. These aspects are also developed through the continuous areas and the children’s play.
* We follow all children’s needs interests and differentiate (match) activities and resources, our teaching - the language we use, the questions we ask, according to each child’s unique needs. By following their interests we maximise learning and involvement of all children.
* Targeted Learning Plans (TLP) are created for children at wave 2 and 3. The SENCO is responsible for this but the key person, (if not the SENCO), liaises closely and supports the key person. All staff are made aware of the child’s TLP and asked to contribute whenever they are working with the child. As we are a small setting all staff get to know all children very well, and vice versa.
* The SENCO liaises with parents at each stage and is responsible for keeping parents informed and invited to any meetings with the Inclusion teacher. The key person keeps up a daily communication with the parents, ideally face to face ,but via a home-nursery book if the parents do not bring/collect the child themselves.
* We have a daily routine which structures the day for the children and have a visual time-table on the wall and use photographs where needed with individuals. Within this routine there is plenty of scope for children to follow their interests.
* We have trained in the use of Ferre Laever’s Well-being and Involvement Programme so that we can help all children achieve their maximum potential.
* We complete a baseline assessment within 2-4 weeks of the child starting using parent/child-minder/other settings/portage etc information, and through our observations.
* We track these to ensure progress is being made and to inform the need for intervention and early support. (see previous section Identification and Early Intervention)
* Key persons carry out 2 year progress checks which may flag up the need for early intervention (see previous section)
* We have a box of books for parents covering subjects such as Autistic Spectrum Disorders, sleep, neurological disorders. We also have useful leaflets on display and will gladly help source information on any issue concerning parents.
* All our staff act as both key persons and back-up.
* Every child has a key person and a back-up key person (see policy 4.1. The Role of The key Person in the Setting) who is responsible for: liaising with parents; carrying out base-line assessments; recording significant observations and monitoring the child’s progress and development; tracking progress and recording at the end of every term; completing 2 year progress checks; liaising with and advising parents; keeping the SENCo and manager informed of any concerns; and working with the SENCo and in the case of a referral/request for guidance from the IDSS (Inclusion and Disability Support Service)
* Key persons liaise with parents all the time as we have a friendly, approachable open-door policy. Every term we have a stay and chat week where parents can stay when they drop their child off and chat to the key person and look through the learning journey file. WE send learning journeys home when parents cannot attend due to e.g. work.
* We tell parents in our information booklet (on-line or hard copy if requested) that they can access the learning journey at any time and invite them to contribute.
* Our ‘provision map’ describes how we cater for *all* children’s needs in wave 1; for some additional needs in ‘wave 2 catch up’; and for special educational needs in wave 3.
* Children in waves 2 and 3 will have targeted learning plans i.e. recording small targets specific to their individual needs.
* Provision will be enhanced according to the specific needs of children in waves 2 and 3, e.g. with sensory baskets, stress balls, photographs, visual timetables, empathy doll, beanbags, ear defenders, specialist equipment, furniture rearranged, within reason.
* SENCO and key persons will liaise with parents to explain how they can support their child at home. We feed back to the parent at the end of each session.
* We display all literature for parents given to us by the Local Children’s Centre re local activities, parent training. we also have a link to the children’s centre on our website. We direct parents to useful parenting websites.
* We have a contact who will run sessions for parents about how children learn.
* We invite the Health Visitor to come along when we have parents with concerns.
* Children’s opinions are valued and we listen carefully to what they say and do. We are led by their play- we observe their play – their actions, behaviours, language, interactions etc very closely and use this to develop further learning. This might be through the resources we provide, the responses we make, the questions we ask, stories we read the plans we make etc We record significant information which is personal to the child, about what they can do, how they interact, what they find interesting, what they struggled with and use this to ensure they make progress in the future. We relate this to the Development Matters and how they relate to the age bands. This way we can tell where we have concerns or gifted children.
* We value the books, objects etc brought in by children and we take time to share this with them and other children.
* We also ask parents to complete a record of children’ interests after long holidays e.g. Christmas, Summer.
* We have a PICO – parent inclusion officer who attends social and fundraising coffee mornings which our held by our committee members once each half term on average. We have a very active and involved set of parents who are encouraged to join our management committee and also to become involved and give and receive support through social events.
* We have a Behaviour Management Officer but all staff are highly experienced, both as Early Years Practitioners and as parents themselves which we feel is a very valuable asset.
* Children have access to their learning journals and enjoy looking through these and talking about what they used to do and seeing how they have progressed.
* Through story and play we encourage children to express their views and talk about what they would like to do.
* We send out an annual survey where both parents and children can express views and opinions.
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| **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? |
| **Provision and resources: hat the setting provides*** Our setting, both indoors and outdoors is set up to provide experiences in all areas of continuous provision (malleable, water, sand, small world etc). We ensure that areas are clearly defined, well-resourced and organised so that children can access them easily and be independent and creative in their play.
* Enhancements are added to meet observed interests and needs of our current children.
* The needs of individual children with SEND would be assessed and observations and information used to check that resources and the physical environment of nursery is suited to the individual.
* Parents and child visit as part of a settling in period. During this period we can together assess the suitability if the physical environment and plan to make reasonable adjustments where practical. We can plan to purchase necessary resources within the remit if our SEND budget as we are a voluntary setting with a limited income.
* If additional staffing is needed we would use our SEND budget as above.
* We do not have specialist staff but do have highly experienced staff with a range of experience working with children. (e.g. B.Ed, NNEB)
* We work with the Inclusion Disability Support Service when we have a concern, beginning with a request for guidance which would be made with the parents’ input.
* We do keep staff training up to date and try to match it to the needs of current children.
* We are willing to train staff in e.g. Makaton as the need arises.
* When other professionals e.g. Inclusion teacher, health visitor attend the setting to speak with key persons we would cover with extra staff to ensure that they can communicate effectively uninterrupted. Parents will be invited to all follow up meetings and receive a copy of all reports.
* We will ensure that children are all able to access outings e.g. into the adjoining school, onto the school field. These are regular occurrences and parents sign on the registration form to give permission. Parents would be invited to visit these and to assess any problems/practical issues and input.
* Trips out would be only to places where all children, whatever ability or needs would benefit. Parents are always invited to attend and if they cannot the key person would be responsible for 1 child with SEND.

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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? |
| **Teaching and learning: what the setting provides*** Our setting, both indoors and outdoors is set up to provide experiences in all areas of continuous provision (malleable, water, sand, small world etc). We ensure that areas are clearly defined, well-resourced and organised so that children can access them easily and be independent and creative in their play.
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* Parents and child visit as part of a settling in period. During this period we can together assess the suitability if the physical environment and plan to make reasonable adjustments where practical. We can plan to purchase necessary resources within the remit if our SEND budget as we are a voluntary setting with a limited income.
* If additional staffing is needed we would use our SEND budget as above.
* We do not have specialist staff but do have highly experienced staff with a range of experience working with children. (e.g. B.Ed, NNEB)
* We work with the Inclusion Disability Support Service when we have a concern, beginning with a request for guidance which would be made with the parents’ input.
* We do keep staff training up to date and try to match it to the needs of current children.
* We are willing to train staff in e.g. Makaton as the need arises.
* When other professionals e.g. Inclusion teacher, health visitor attend the setting to speak with key persons we would cover with extra staff to ensure that they can communicate effectively uninterrupted. Parents will be invited to all follow up meetings and receive a copy of all reports.
* We will ensure that children are all able to access outings e.g. into the adjoining school, onto the school field. These are regular occurrences and parents sign on the registration form to give permission. Parents would be invited to visit these and to assess any problems/practical issues and input.
* Trips out would be only to places where all children, whatever ability or needs would benefit. Parents are always invited to attend and if they cannot the key person would be responsible for 1 child with SEND.

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| **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? |
| **Reviews: what the setting provides*** We have open and friendly approach and speak to parents regularly, more so to those children with special educational needs.
* If we can’t chat face to face when the child attends, e.g. due to parents work commitments we would use home-nursery diary to communicate and speak via child-minder/grandparents - whoever brings and collects the child to nursery.
* We have regular stay and chat sessions where parents can discuss progress, concerns, view the learning journal, see their child at play within the setting.
* Where the key person had a concern she would invite parents in for a chat. Where parents have a concern we make it clear that we are available to chat any time, with or without an appointment. We are very flexible.
* The setting, as described in other sections, has a key person approach who keeps observations in individual learning journals, tracks observations regularly against EYFS development matter tracking sheet, can compare observed learning with expected learning and can see where there may be issues and plan for these, seeking SENCO and professional advice where deemed necessary.
* Where the child attends a child-minder or other
* Where concerns are identified and the key person has consulted with the parents, SENCo and manager, a request for guidance would be made to the IDSS
* An inclusion teacher would then contact nursery, visit the setting, observe the child for an hour, meet with parents and the key person and SENCO. Then help set targets relevant to the child’s needs = Targeted Learning Plan. This gives guidance for both the setting and home so that parents and setting work together and support each other and therefore the child.
* A CAF would be offered to the family i.e. Common Assessment Framework. This is where parents and all professionals working with you and your child meet and discuss how best to support you and your child. We have parents’ guides to CAF available for you.
* Meetings to support families will be arranged called TAF = team around the family, attended by nurse representative, yourselves, inclusion teachers and any other professionals supporting you.
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| **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)  |
| **Transitions: what the setting provides*** Before a child starts Hummingbirds we can offer home-visits where we visit you and your child in their home environment. We can see your child at play, chat to you and them, discuss concerns, needs etc before you come to visit us in the setting. We ask parents to complete and ALL ABOUT ME booklet which the key person will use to ensure your child settles because needs and interests are met.
* Our registration form also collects details re special needs and any concerns parents may have, other professionals involved with the child and family.
* We will arrange a series of short visits where you and your child visit together so that they can become familiar with the environment, we can observe them in our environment, discuss needs, potential difficulties and how we can meet your child’s needs.
* We tend to let parents decide on the settling in period depending on the child’s individual needs. We would agree this with you when we discuss your child joining our setting.
* If a child is attending another setting/child-minder we will arrange a visit there, speak with the professionals working with your child about their needs and how they are met.
* When the child moves on from our setting to another setting or to school we will arrange meetings to pass on and share information; visit the other setting and invite them to visit us.
* Where other professionals are involved they would be invited to transition meetings to support the new setting in how best to meet your child’s needs. Inclusion teacher, SENCo and key person will meet with the class teacher to share action plans and discuss how the child will need supporting in the new setting.
* As regards transition to school generally, we have a particularly good relationship with the adjoining school which is also provided by the parish of SS Mary and Michael’s parish. We visit often and the reception teacher visits us regularly. Many, though not all, of our children go to this school.
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| **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? |
| **Staff training: what the setting provides*** At Hummingbirds, the current manager is a qualified infant teacher, B.Ed 1st class honours, with psychology and art as specialist subjects. Professional development has included Autistic Spectrum Disorder, Dyspraxia, English as an Additional Language, Equalities and Inclusion training.
* Our Deputy is NNEB trained with 30 years’ experience, including in a children’s assessment unit. She is our Current SENCO.
* SENCO is new to this position from September 13 but has 30 years’ experience working in early years and is attending training and meetings to expand her knowledge.
* Either or both manager and deputy are in control at all times in our setting.
* Of our remaining Early Years Practitioners, one has a B.Ed, the rest our qualified to level 3 or equivalent. They have many years’ experience and are all parents themselves.
* All staff are required to attend regular training
* We have a named equalities coordinator who has attended training within the last 12 months.
* Our setting completed ‘I CAN’ accreditation supporting children’s language and communication skills. This has recently expired (March 13) but all staff who received the training are still practitioners at Hummingbirds.
* 2 members of staff attended Nuffield Early Language Intervention Training (2014) (NELI) this year and we are trialling the NELI materials with a small group this summer.
* 3 members of staff completed Ferre Laever’s Well-being and Involvement training this summer (2014) remaining staff will attend at the next possible opportunity. This valuable training ensures that we value each child’s interests and thus make sure they are involved and empowered, learning to their full potential.
* Our paediatric training is up to date with 5 out of 6 staff qualified at present there is always a qualified member of staff present.
* Our SENCO and behaviour management offer have attended courses on managing difficult behaviour in the last 12 months.
* We do not have specialist e.g. Makaton, we would use our funding to attend any training relevant to the needs of children in our setting.
* We can access support from health visitors, Garstang Children’s Centre, Inclusion Disability and Support Service.
* We are a reflective practice and look out for training which will benefit our practice and keep us up to date and effective.
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| **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 (eg: Phone, text, email, notes, home-nursery diary etc) |
| **Further information: what the setting provides*** For further information about Hummingbirds you can visit our website.
* You can contact us by email via the website. Emails are automatically forwarded to the manager.
* You can arrange to visit by calling 01995 602012
* We don’t mind if you call in anytime – we will be busy but you can see how we work!
* The best way to see if we can meet your child’s specific needs is to come along and see us.
* We have an open-door policy – we aim to be approachable and flexible to suit your needs.
* We can provide you with paper copies of all our policies, please ask if you prefer this.
* We keep a suggestion box in our parents’ area, but feel free to tell us face to face!
* We have a complaints policy should you need to complain.
* If you have issues you can speak to the manager, the deputy or our committee chair person.
* A list of committee members is on our notice board.
* You can become involved in our fundraising, social or committee very easily. We have a friendly group of parents who are very involved and helpful.
* If you need to contact Ofsted with a concern or complaint you can find the number on our notice board or search it on-line.
* We also have Face Book page which keeps you up to date – organised by parents on our committee.
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