



## **SEN and Disability**

### **Local Offer: Early Years Settings**

Name of Setting: Ribby Hall Nursery and  
Pre-School

[www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND).

[IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

Setting Name and Address	Ribby Hall Nursery and Pre-school, Ribby Road Wrea Green. PR4 2PR		Telephone Number	01772 674513
			Website Address	
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	X			
What age range of pupils does the setting cater for?	3months to 5 Years			
Name and contact details of your setting SENCO	Mrs Debra McIlroy (01772 674513)			

Name of Person/Job Title	Mrs Debra McIlroy (SENCO)		
Contact telephone number	01772 674513	Email	Debra.mcilroy@ribbyhall.co.uk

Promoting Good Practice and Successes

Please give the URL for the direct link to your Local Offer	<a href="http://www.lancashire.gov.uk/SEND">www.lancashire.gov.uk/SEND</a> .		
Name	Debra Mcilroy	Date	28/02/2024

Please return the completed form by email to:

[IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

## The Setting

The setting is a private full day care setting set within the beautiful surroundings of Ribby Hall Holiday Village. Places are available for children from the age of 3months to 5 years. The setting is open Monday to Friday 8.00am – 5.30pm 51 weeks of the year. The setting is registered for 86 children. The setting is organised by group age, there are five rooms, one for children aged from 3months to 2years, a 2-story building for children aged between 2years to 4yrs and another preschool building for children aged 3 to 4 years. This is a flexible arrangement depending on the children's needs. The baby room has 9 members of staff to provide care and support for the babies, the 2-4yr room has 8 members of staff and the preschool room has 4 members of staff.

The Nursery Manager is Sarah Cutts, Debra Mcllroy is the Assistant Manager, Mandy Oglethorpe is another Assistant Manager.

The setting has practitioners with additional responsibilities, these include; a named person with responsibility for supporting behaviour, a named person with responsibility for parental involvement, also a named person for Children who are Looked After, along with 3 nominated safeguarding officers and a SENCO. (see policies)

## Accessibility and Inclusion

### The building:

The baby area is made up of two rooms with a door in between and housed at the bottom of a purpose built 2 story building. The building is wheelchair accessible from all entrances/exits. There are three accessible parking spaces at the front of the building. The building is accessed via double doors and a reception area leading to the baby, toddler and lower preschool rooms. Access to the nursery is via a doorbell to the main door. The door is locked by a biometric security system accessed only by a registered fingerprint or a key fob. The fire door in the baby room is fitted with an alarm which sounds if the door is opened; it is also locked from the inside but can be used in an emergency.

There is one accessible toilet in the building, this is an adult facility but can be used for children if required.

The nursery also has an accessible toilet for the children to use.

There is a narrow corridor where the children's coat and bags are stored on pegs in the toddler / baby areas.

The corridor is illuminated by strip lighting and some natural day light. The walls are painted cream, and the skirting and architrave is white. The flooring is made up of part non slip flooring, with a ramp leading down into the corridor and the other section is made up of wood effect vinyl. There is a small kitchen within the corridor with a fridge, dishwasher, microwave and toaster.

The smaller area of the baby room floor is made up of a section of carpet for the babies to sit in comfort and another section is wood effect vinyl for messy play and mealtimes.

With the exception of the accessible toilets the doors around the building are of standard size. The doors have viewing panels down the middle.

Parent information boards are displayed in the entrance area. These contain information about the setting, including some policies and a Meet the Team board. The information boards also contain information about activities and events in the local area. The information from other providers is only available in the format in which it is sent to us. However, some nursery policies are available in large print on request and for those with English as an Additional Language (EAL), this is something we continue to improve.

#### The rooms

All the rooms are illuminated with spot LED lights with dimmer switches; there are blinds on the windows with safety fasteners. The walls are painted in a pale colour with display boards mounted at adult height. The floors are wood effect vinyl with a section for rugs and cushions for the children's comfort and relaxation, children can also make use of wipeable sleep mats. Apart from the kitchen all the furniture is free standing so can be moved and rearranged to make space for specialist equipment or to ensure the room is accessible for children using walkers or wheelchairs.

In the baby room we provide low level wooden chairs with low wooden tables for mealtimes, there is a carpeted area which covers ½ of the floor in the smaller room. Cushions, baby bouncers, 'bumbos' and three cots, 3 sleep pods are used to make soft/comfortable/sleep areas, children can also make use of wipe able sleep mats. Resources are suitable for children under 2 and include toys that light up, vibrate and make sounds. Treasure baskets are used to support play and encourage exploration.

In the bigger area of the baby room the furniture consists of wooden tables and wooden chairs. We have different areas such as book corner with a reading den and home corner with storage boxes which are easily accessible for the children to select their own resources. The sand and water trays are of small height. Resources are suitable for children from 3months-2years; however, toys can be borrowed from the toddler room if they are more appropriate to a child's needs or development.

There is a wall mounted TV which can be used for interactive viewing.

A separate utility room houses a washing machine tumble dryer and hand washing facilities.

#### Toddler and Lower Pre-school Room

The toddler and lower preschool are on two floors, the lower floor consists of a kitchen which includes a dishwasher, fridge, microwave, kettle, hand washing facilities with a low level interactive worktop to allow children to prepare meals and snacks.

There are two toilets with changing area and hand washing facilities. A cloakroom and stairs with low level and higher-level banister for children and adults to access.

The lower level also provides children with the opportunity to take part in quieter activities such as, ICT, phonics, mark making, reading and quieter listening activities.

#### Upstairs

Our upstairs area encourages children to develop their creative skills through painting, role play, small world construction, sand and water play and malleable activities.

There are two toilets with hand washing facilities. A large storage cupboard and TV which can be used for interactive viewing.

#### The 3-4 year old room

The 3-4 year old room is a purpose built room which houses some of our upper preschool children and consists of a kitchen which includes a dishwasher, fridge, microwave, kettle, hand washing facilities with a low level interactive worktop to allow children to prepare meals and snacks.

There is a smaller ICT suite with 3 ipads and an interactive tv which can be used to develop technology skills and provide a quieter space for phonics activities.

There are two toilets with changing area and hand washing facilities. A cloakroom and stairs with low level and higher-level banister for children and adults to access.

#### The outdoors

The outdoor environment consists of an upper level area with a wooden pencil designed fence.

The lower level garden consists of colourful wet pour surface. There is a road design to allow the children to ride bikes and scooters along to develop control and coordination.

A pencil fence separates a ramp, with a shelter covering both areas to allow outdoor play in all weathers.

Outdoor lighting allows children to access the garden after daylight. Lots of activities such as sand and water play and, climbing equipment encourage learning and developing outdoors.

Children's progress is closely monitored in our setting. Each child has their own learning journey which includes annotated observations of them in nursery, observations and comments from parents and carers are now recorded on our online system called Tapestry. We use a tracking sheet which identifies strengths and any weakness. More detailed information about learning journeys and what is in them is shared with parents when their child begins attending our setting. This is to ensure parents understand what they are and how they are used in nursery, what is in them and how parents can contribute to them.

Children's learning journeys are available online via a secure password which the parent/carer chooses. Parents are encouraged to contribute to these with their own observations, photos, family events and any other relevant news. We also have a paper copy of the children's Development Tracking which is highlighted termly available for parents to have a look at, at such times as parent meetings.

Although a child's key person is available to chat at drop off and pick up times, we make arrangements for the key person to meet with their parents to look at their child's learning journey twice a year to discuss any issues in more depth and more confidentially than is often possible at pick up and drop off times. There is a transition meeting as the child transitions from one room to the next so that parents can be introduced to their child's new key worker and discuss relevant information regarding their child's development.

If a parent would like to arrange to meet with their child's key person, they can ask them, and the key person will liaise with the manager or deputy manager to make arrangements to be able to be released from the group at a convenient time.

In addition to the child's learning journey we also undertake the 2 year progress check. This is a requirement of the Early Years Foundation Stage (EYFS) and is done for all children in this age group. The EYFS requires us to report to parents on their child's 2 year progress check; discussing and identifying strengths as well as concerns. Where the progress check suggest that a child may be experiencing some difficulties or delay in their development that is shared with parents and options/appropriate next steps are discussed.

- For some children the next steps may involve the key person targeting a specific area of development and planning additional opportunities for the child to have experiences designed to support the area of learning and development identified. This enhancement and targeting links to the wave two interventions identified within our settings provision mapping. This would then be reviewed to see how the child has progressed and whether or not additional steps need to be taken to support the child's progress and development.
- For other children next steps may also include developing a targeted learning plan (TLP) where specific aims are developed with parents to support the child's development. We may also discuss with parents whether it would be appropriate to refer their child to other services such as speech and language therapy, this would require parents consent.
- Another next step may be to ask the local authority Inclusion Teacher to visit the child in the setting to provide some additional advice and guidance to practitioners to support them in meeting the needs of the child. This visit is called a 'Requesting involvement of a Specialist Teacher' (RIST) and can only be undertaken with parental consent.

Our Special Educational Needs and Disability Policy (SEND) provides the context for supporting children through these 'next steps'; this is referred to as the graduated response. Our SEND policy is available in the setting or you can see it by following this link:

[www.ribbyhall.co.uk/health-club/families](http://www.ribbyhall.co.uk/health-club/families)

In our setting we use provision mapping to identify ways in which we support all children in the setting. Provision mapping identifies what we provide for all children, Quality Early Years Provision Formerly named (wave one, two and three ((wave one), for children who require a little bit of extra input in a specific area, Reasonable Catch up (wave two) and children who require more specialised or intensive intervention, SEND Support (wave three). You can see our provision mapping in the setting or by following this link [www.ribbyhall.co.uk/health-club/families](http://www.ribbyhall.co.uk/health-club/families)





The setting works within the framework of the EYFS each room within the setting is resourced according to the age phase and needs of the children within them. Practitioners use Development Matters and the Statutory Guidance for the EYFS to plan provision and activities for the children in their care. The EYFS identifies three prime areas of learning and development and four specific areas of learning and development.

In the 0-2 age phase the prime areas of learning and development (Communication and Language, Physical and Personal Social and Emotional Development) are the areas of focus.

In the 2-3 age phase the prime areas remain significant but there is an emergence on the specific areas of development.

In the 3-5 age phase the prime areas continue to be a focus but there is an increasing balance between focusing on supporting children's development in these areas and the specific areas.

Activities and provision are adapted to suit the needs of the children in each age phase practitioners differentiate the activities that they develop and the provision that is on offer in their rooms to meet the needs of the children in their group. For some children a greater level of differentiation is required because they have additional or special educational needs. Practitioners are sensitive to the developmental needs of the children in their care and when they are differentiating activities and provision have this in mind so that all children are able to access the setting in a way that is appropriate to their needs.

All children have a key person. It is the role of the key person to liaise with the child's parents regarding their time in nursery. It is also the role of the key person to help parents to develop ways in which they can support their child's learning at home. We have activity ideas and resources that parents can loan from us and practitioners are able to talk to parents about these and offer ideas and advice should they want it. Parent information boards also display information about elements of early learning development and how this can be supported at home. There are also leaflets available that identify local groups and resources available to parents of young children in the area. Parents are able to speak to their child's key person, manager or deputy manager at any time if they would like further information or advice about supporting learning at home.

Children are encouraged to express their views about their own learning through their learning journey. Children are able to access their learning journey at any time and they are encouraged to share it with practitioners and each other. In addition to these informal opportunities to share the learning journey, once each term the key person sits down with the child and they look through the learning journey together. The key person talks to the child about things they have done and annotates the journey with the child's comment. In our setting children are able to use digital cameras to take pictures of the things they have done in the nursery; these can be included in the child's learning journey.

Each age phase is provided with the resources that are developmentally appropriate for that age group. We ensure there are resources available that overlap with the age phase below and above so that children are developing more slowly or more quickly can access resources appropriate to their stage of learning and development. We use our provision mapping to help us identify some of the resources and activities available to support children's needs

Where children need access to resources that are not usually available in our setting, we endeavour to access them by purchasing, we share toys between the different age phases and liaise with parents and professionals to ensure resources are appropriate for the needs of the child.

All practitioners are encouraged to work with external professionals who visit children in the setting, some will have more experience than others but are supported by the SENCO, manager and deputy manager. As a setting we endeavour to make reasonable adjustments for specific times of the nursery day should children require the additional support. We look to provide supernumerary staff where appropriate.

In our setting we like to share the experience of the beautiful surroundings of Ribby Hall and plan outings to look at the ducks, go exploring through the nature trail and visiting the Wild Discovery Park. All children are included in these. For a small fee we also offer swimming lessons and our preschool children attend Little Yogis. We undertake risk assessments of the places we intend to visit and consider the needs of the children. We make reasonable adjustments when planning outings within the village to ensure the places we visit are accessible and meet the needs of the children.

All our parents and carers are given a warm welcome into our setting, we work with and value each individual family and their views and thrive on the support given to us by those families through our parents meetings, stay and play sessions and the warm close relationships we have with our parents/carers and their families.

We encourage settling in sessions before the child starts attending, visits are arranged around the needs of the family, though we appreciate this may not always be possible we do like the child to have a look around with their parents. We have a settling in policy which is shared with the parents when they register with the setting. The manager or deputy manager will talk to parents about their and their child's preferences for a settling in period and endeavour to meet these needs as best we can.

We have a transition policy and procedure we follow when children are ready to move age phase, leave nursery to attend another setting or to move on to school. This is available to parents within our setting or can be viewed by following this link [www.ribbyhall.co.uk/health-club/families](http://www.ribbyhall.co.uk/health-club/families) the policy includes additional factors that may need to be considered when supporting children with additional or special educational needs, to ensure the transition is as smooth as possible.

We have an open door policy and parents are able to call in at any time. They are also able to contact us by phone if they would like to check on their child.

As a setting we are required to have a procedure for dealing with complaints, this is available within the setting or by following this link

[www.ribbyhall.co.uk/health-club/families](http://www.ribbyhall.co.uk/health-club/families)

Please contact Sarah Cutts or Mrs Debra Mcilroy (SENCO) on 01772 674513 or by email,  
[Sarah.cutts@ribbyhall.co.uk](mailto:Sarah.cutts@ribbyhall.co.uk)  
[debra.mcilroy@ribbyhall.co.uk](mailto:debra.mcilroy@ribbyhall.co.uk)

to discuss any aspect of nursery/pre-school life or to arrange a visit or simply just call in.

[www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND).

Your comments and suggestions are of importance to us