



Local Offer

The Setting

What the setting provides

Greenhouse Farm is a private Children's Nursery (established 1987) based in a rural area close to the motorway networks. The setting is a full day care setting. Places are available for children from the age of 0-4yrs 11mths. We are open Monday to Friday, 7:30am - 6:00pm, 51 weeks of the year. The nursery can accommodate 100 children on day to day basis and is organised over 2 buildings, 2 Tipi's and a Forest school, within 7 acres of land.

0 - 2yrs Building The Baby room holds 12 children 0-2yrs and is based upstairs. The Toddler room accommodates 18 children (18mths – 2yrs).

The Nursery Building holds 30 children (2-3yrs).

Pre school Tipi's holds 40 children (3-4yr olds) . 12 of these are based in **Forest School** daily.

The nursery staff are dedicated, long serving, qualified people. The following staff have specific roles:

Lisa Hobday – Owner/manager

Lorraine Cook – Deputy Manager/ **SENDCO** and responsible for behaviour/ **DSL**

Rachel Parker – Assistant deputy Manager /**PICO/DSL**

Helen Cancelliere – Senior nursery Practitioner /**EYFS** Coordinator

Gemma Cothliff – Senior Nursery Practitioner (BR)

Rebecca little – Senior Nursery Practitioner (PS)

Kira Ibbitson – Senior Nursery Practitioner (PS) / **Language Lead**

Rachel Helm – Senior Nursery Practitioner (PS)

Charlotte Taylor - **SENDCO**

Charlotte Haworth – Senior Nursery Practitioner (TR) **EYPDP**

Amie Dewe – Senior Nursery Practitioner (NR)

Jo Taylor– Senior nursery Practitioner (NR)

Accessibility and Inclusion

What the setting provides

Greenhouse Farm Nursery is a renovated farm, up on the hillside, away from main roads. It is totally enclosed with a fence perimeter, with double gates into a private car park at the front of the Nursery 0-2yrs Building.

From entering the 0-2 building via the main doors you access the cloakroom, then go through a door with a security keypad **down a step** into the first Toddler room. This room is on one level with a small bathroom and kitchen area. The children have access to all areas of learning e.g- painting, workshop, malleable, sand, water, mark making and quiet Area. This room leads through to the 2nd part of Toddler room, through a key padded security door. This is all on one level. Again, the children have access to all areas of learning including a walk in sand pit and a sensory room **which is up 1**

step. The furniture and equipment are natural and at toddler height. The adult bathroom & staff kitchen are up **3 small steps**.

The Baby room is accessed through the front door, into the cloakroom and **up one flight of stairs**, through a door with a security keypad. Once in the room there is low level sturdy furniture to aid the babies with walking . For meals, low chairs and/or floor bumper chairs with harness straps, are available for the 0-1s and, where required, for the 1-2s. Resources are suitable for children under 2's and include toys that light up, vibrate, and make sounds. Treasure baskets are used to encourage and support play and exploration. The babies have access to sand, messy play, reading & music, as well as a soft play, physical area, to aid climbing/sliding. The Baby room has a nappy changing room via single door access and a small kitchen. There is also a gated mezzanine floor **up a flight of steps** which hosts sensory activities, small group focused time & sleeping mats.

The Nursery Building

The Nursery building is accessed via a **ramped walkway**, this room is entered via a **small step or a gated ramp on the patio**. The main room is on one level with an open plan kitchen and a large bathroom attached. A small patioed area is available through bi-folding doors from the main room which allows free flow from indoor to outdoor. Toys and resources are appropriate for children, although resources can be borrowed from the 0 -2yrs building if they are more appropriate for a child's development.

Forest School

Forest School is a large wooded area completely secured by a high fence. This is based around the back of the Nursery building, through 2 security gates. This area hosts all types of surfaces from grass, stones and wood chipping and is over a slight incline. It has low level planting areas, hammocks, mud kitchen and much more.

The Preschool Tipi's

The Tipi's are situated up a steep hill, but have an adjoining staff carpark that could host a disability parking spot for families. The entrance to the Tipi's is through a double gate, with one single step into the space. The indoor space is 125sq metres, heated, and all on one level, including the children's & staff toilets and a fixed kitchen. All of the resources are age appropriate, natural and moveable, and children have free flow access to an enclosed, outdoor space.

Apart from the kitchen areas all the furniture in each room is free standing so can be moved and rearranged to make space for specialist equipment or to ensure the rooms are accessible for children using walkers or wheelchairs. Any reasonable adjustments will be made to the rooms if necessary.

Outdoor Area

We have a large outdoor area this is accessible via a ramp with handrails, there is plenty of space to move and explore the natural environment. The outdoor is mainly an AstroTurf area, with a small patio and some wood chipped areas. We have a small, raised beds for planting and growing herbs and vegetables. Sand play is available either in a raised tray or a floor tray. At the top of the playground is a large cabin, accessible via a wide ramp. This indoor space includes a small bathroom, changing facilities & a sensory room. Resources are taken outside daily and are chosen and adapted to suit the needs of the children attending the setting.

Information is available to parents via display boards, policy & procedure files, and Parentzone (iconnect). Any correspondence can be given as hard copy or via email. Information can be available

in different size fonts, and leaflets regarding NEG and school admissions are available in several languages.

Teaching and Learning Part 1 – Practitioners and Practice

What the setting provides - The setting works within the framework of the EYFS. Each of the rooms within the setting are resourced according to the age and needs of the children within them. Practitioners use Birth to 5 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 and four specific areas of learning and development.

When children are aged between 0 -2yrs the prime areas of learning and development (Communication and Language, Physical and Personal, Social and Emotional Development) are the areas of focus.

Once they reach the age of 2yrs the prime areas remain significant but there is an emergence on the specific areas of development and learning.

Once they reach Preschool (3-4yrs) 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 all children in each room. 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. In each room continuous provision is set out and any enhancements for children's play is available in storage units accessible to the children, photo labels and visual aids are used so children can identify where resources belong and what may happen next in the day.

All children have a key person within their room. However, these are subject to change if a strong bond is formed with another member of staff. Part of the key persons role is to work together with parents, to help the child develop to their full potential as well as supporting parents with their child's learning at home. Parent information boards are displayed in each room/entrance. Parents are also able to speak to their child's key person or Management at any time if they would like further information or advice about supporting learning at home.

Teaching and Learning Part 2 - Provision & Resources

What the setting provides

Each room is provided with resources that are developmentally appropriate for that age group. We ensure that resources are inclusive for all children, toys would be cascaded between different rooms as to meet each child's individual need. We use our provision mapping to help us to identify some of the resources and activities available to support children's needs

Where children need resources that are not usually available in our setting we endeavour to access these by purchasing them using EYPP/DAF funding. We liaise with parents and outside professionals to ensure resources are appropriate for the needs of the child.

All practitioners are encouraged to work with external professionals who may visit children in the setting, some will have more experience of this than others but they are supported by the SENCO, seniors and managers. Other professionals include health visitors, speech and language therapist's

access and area SENCO/inclusion teacher. For some children it may be the case that at specific times of the nursery day they require additional support. As a setting we endeavour to make reasonable adjustments to provide this. Small group sessions or 1-to-1 are allocated throughout the day, to best suit the needs of the children.

When we plan trips and outings, all children are included in these. We undertake risk assessments of the places we intend to visit and consider the needs of the children who will be visiting. We make reasonable adjustments when planning trips and outings to ensure the places we visit are accessible and meet the needs of the children attending our setting. We consider lots of things prior to nursery trips such as gaining parent consent, extra staff that might be needed, whether parents could come along to help and how affordable the trip would be to parents.

Transitions

What the setting provides

Before children start attending our setting, we encourage parents to bring them for visits, though we appreciate that this is not always possible. Initially this may just be for the child to have a look around the setting with their parents. We plan with the parents some opportunities for the child to visit the nursery and spend a short amount of time in their designated room. These visits will generally be on the days that your child would be attending so that they can meet and make bonds with the children that will be present on your child's specific sessions. Management or the child's keyperson will talk to parents about their and their child's preferences for a settling period and endeavour to meet these needs as best we can. All about me books and information sheets are passed on for the child/parent to complete at home then return to nursery, this gives us information about family, likes and dislikes, routines etc. When children are ready to transition to the next room the child will have visits and meet their new keyperson, parents are invited to join them. Like wise staff will visit children in their rooms before the transition is made. When a child moves to a new setting/school a transitional profile is completed and passed on to parents for them to pass on during visit sessions at their new setting. This profile states the age bracket your child is currently working towards what characteristic of learning best fits your child and a keyperson comment; there is also a parent and child comment section to be filled in. We have an open door policy and parents are able to drop in to the setting at any time. They are also able to contact us by phone if they would like to check in on their child!

Identification and Early Intervention

What the setting provides

Children's progress is closely monitored in our setting. Each child has their own online learning journey which includes annotated observations of them in nursery and comments from parents/family, tracking information about their progress across the areas of learning and development within the EYFS. More detailed information about learning journeys and what is in them is shared with parents when their child begins attending our setting. When a child first starts at our nursery, a baseline check is done over the first month this is when we gather information about your child, learn where he/she is developing within the EYFS and discuss with parents about their child's strength/areas to develop. Any other relevant information is gathered on registration and through induction sessions at the nursery. Although a child's key person is available to chat to parents at drop off and pick up times, we make arrangements for the key person to meet with their parents once a year to discuss their child's development, progress and address any concerns. Additional appointments can be made outside of these times to discuss any issues in more depth and more confidentially than is often possible at pick up and drop off times. If a parent would like to arrange to meet with their child's key person, this can be arranged at a convenient time.

In addition to the child's learning journey, we also undertake the 2-3 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 2-3 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 this is shared with parents and options/appropriate next steps are discussed and decisions are made all together. - 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 setting's 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 the next step may also include developing a targeted learning plan 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 parental 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 'Request for involvement' and can only be undertaken with parental consent.

Our Special Educational Needs policy provides the context for supporting children through these 'next steps'. Our SEN Policy and provision mapping is available in the setting.

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 (wave one), for children who require a little bit of extra input in a specific We use provision mapping to identify ways in which children can be supported.

Staff Training

What the setting provides:

- All practitioners in our setting are qualified to level 3 or above.
- We also employ and support apprentices which are training in level 3.
- Rachel (Assistant Deputy Manager) is qualified at level 6 and Kira holds QTS qualification.
- We have staff supervisions 3 times a year for all practitioners. We value opportunities to support their further professional development and they are encouraged to seek and are provided with opportunities for this.
- We also support student's placements from Accrington and Rossendale college/ Burnley and work experience from a range of schools.

Within our setting all staff are required to complete the following training courses on a yearly basis -

- First aid (full course every 3yrs + yearly refreshers)
- Safeguarding levels 1
- Child protection
- Food hygiene/allergies
- Prevent duty
- CAF/Con training .

The nursery holds the Award for a Lead practitioner setting for LCC.

Further Information

For further information please contact the nursery on telephone number **01706 218444** or via email **greenhousefarmnursery@hotmail.co.uk**.

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