



Furnace Barn
Day Nursery

SEN and Disability
Local Offer: Early Years Settings 2025
Furnace Barn Day Nursery Ltd
Ofsted: EY454577

The Setting

Furnace Barn Day Nursery opened in 2009. The nursery operates from a converted barn, situated in the rural village of Halton. Our children have access to three main rooms and a dedicated Preschool Unit, all situated surrounded by extensive outdoor areas. The nursery is open 7:30-6pm, Monday to Friday, 52 weeks a year. The Nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register. The nursery is registered for a maximum of 69 children aged from birth to school age. Furnace Barn offers full and part time places. We also provide funded places for all eligible children. The nursery has experience of supporting children with special educational needs and/or disabilities.

Access: There are three small steps to the front entrance door and a step into our cabin's. The preschool unit benefits from ramp to enter the building.

21 members of staff work directly with the children. The Owner holds Qualified Teacher Status and Early Years Professional Status. The manager holds Qualified Teacher Status and Early Years teacher status with her partner Manager holding a level five qualification. The majority of our staff hold level three qualifications in early years.

Ofsted last inspected Furnace Barn in 2022 and we were judged as Good. Our Company Director is part of the Lancashire Lead Professionals team working closely with Lancashire County Council to improve Early Years Provision across Lancashire and worked alongside the Department of Education as part of their COVID recovery scheme as an "Expert" leading change in Early Years settings across Manchester.

Our Mission Statement:

We aim to provide the best quality childcare in a homely, safe and stimulating environment in which all children can maximise their development through broad and balanced experiences. We promise to treat all children as individuals, we believe every child is unique and can be resilient, capable, confident and self-assured. At our core we understand that children learn through positive relationships and develop well in enabling environments, allowing Parents and practitioners to form strong partnerships. We structure an early year's provision that fosters children's enjoyment of learning through engagement and motivation: providing opportunities for all.

Aims of our Nursery:

To work in partnership with families and careers to:

- Provide a stimulating and supportive environment where children's individual needs and abilities are recognised and all are encouraged to reach their full potential.
- Provide opportunities for development in all areas of learning.
- Encourage each child towards taking pleasure in their own learning, development and health, as they grow.
- Encourage self-esteem, self-awareness and self-confidence
- Encourage children to form positive relationships and to communicate effectively with our children and adults

- Encourage respect for other people's feelings, values, beliefs and property
- Encourage children to participate fully in nursery as well as family life
- Celebrate achievement and effort at all levels and in all areas

Child Protection and Safeguarding: Louise Morris, Kerry Rogers and Heidi Keates.

Special Needs and Disability Co-ordinations: Heidi Keates (Preschool) and Kerry Rogers (Nursery).

Health and Safety Leads: Louise Morris and Kerry Rogers

Language Leads: Heidi Keates and Joanna Wakefield.

Accessibility and Inclusion

Furnace Barn Day Nursery is situated in a converted Barn in rural Halton. We are lucky to have extensive outdoor areas that offer lots of space to move around. The main building is situated in a ground floor, with some raised areas accessed via ramps. The Preschool Unit is a separate building with its own dedicated entrance, with flow indoor and outdoor learning spaces.

We have a dedicated car park for drop offs, and wide gates to enter the setting.

Our displays and information notices are changed regularly with children with the children's work taking pride of place within our nursery. Our policies and procedures are sent via email, but can be printed if required, and the font changed if needed, including languages if needed.

We work closely with local services, so we can offer some language translation services. We are dyslexia aware and provide tailored communication for parents who request support.

Our rooms are flexible, and furniture is easily changed if needed. We use lots of photo prompts, symbols and logo signs to help children "read" meaning in images.

Furnace Barn is willing to make reasonable adjustments as needed and where possible – please talk to us about your family's needs.

Identification and Early Intervention

Parents are their children's first and most enduring educator – you are the authority on your own child. When children start at Furnace Barn, we hold a stay and play session to meet with parents, discuss nursery life and talk about the child. We use a what to expect and when document, to look at the child's development, skills and preferences. This then feeds into our assessment, our curriculum intent for the child and how we will implement our curriculum to suit their needs.

Furnace Barn Day Nursery uses a network of tools and information to ensure we are well informed about our children's progress

- Communication and Language screening (WellComm)
- Early Years foundation stage development matters framework
- Practitioner observations and assessments
- Information from parents and careers

- Information from specialist professionals e.g. Speech and Language Therapists
- Lancashire ATTS Document to inform SEND provision and targeted interventions.
- Progress check at 2 years of age, which is also undertaken with your child's health visitor.

Where practitioners or parents have worries regarding any child's progress, we will work in partnerships with parents to promote children's emerging skills and support parents to seek specialist advice.

Furnace Barn will prepare "request for involvement", "referral forms", "learning summaries" documents to support parents in seeking specialist advice. Furnace Barn adheres to DFE revised code of practise on the identification and Assessment of Special Education Needs (2004) and all subsequent legislation.

Support for individual children is tailored to reflect their emerging skills, areas for development and the advice of specialist and parents. Support plans are designed during parent meetings to devise a Targeted Learning plan (TLP). Our TLP's are short term and focus on defining challenges and the progress we are keen to achieve with 6-9 weeks. Where children struggle to achieve progress, we work with parents to seek further specialist advice and guidance.

Whilst parents guide our support and intervention plans, we do have a professional obligation to ensure that children have access to health, education and medical care as such we discourage parents from opting out of specialist services and advice.

Furnace Barn Day Nursery has experience of working with

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| • Speech and Language Therapists | * Educational Psychologists |
| • Occupational Therapists. | * Physiotherapists |
| • Health Visitors. | * Portage Services |
| • Social workers. | * Paediatricians |
| • General Practitioners. | * SEN Inclusion Service |
| • Visual impairment Teacher and Hearing Impairment Teacher | |
| • Children's Centre outreach worker | |

Furnace Barn is acutely aware of the emotional strain of parenting children with additional needs, we are here to support you to support your child. Our SENDCo is available to discuss your needs as a parent.

Teaching and Learning Part 1 – Practitioners and Practice

At Furnace Barn all our teaching and learning opportunities are rooted in play, we strongly believe that children develop and learn best through play and first hand experienced with the companionship of other children and of interested and supportive adults.

At Furnace Barn Day Nursery our core values are based around the children's best interests. Our intention is for our curriculum to be ambitious and inclusive, educating all children in knowledge, skills and understanding. We provide a safe, caring environment which enables our children to be

inquisitive, curious, and independent learners. We place **Fundamental British Values** at the heart of our curriculum and everything we do, we use the EYFS curriculum concepts and understand that the children's developments within these areas is key to promoting the values in the long term.

We are proud of the trusting relationships parents are partners in their children's developments, we value prior learning and work together with parents to ensure every child progresses. Through this partnership we endeavour to give the children the Cultural Capital they need for future success, enabling them to fulfil their potential and achieve future success. We promote these partnerships through open communication, parents' information evenings and we use Family Parent-share app to share pictures and videos with parents of their child's day, our parents can also use the app to share pictures from home that then contribute to their learning journeys. These contributions are sought, valued, and highly respected.

Intent.

We are passionate about creating opportunities for children to communicate more easily through developing language and communication skills from birth. Our staff collaboratively communicate with all our children (from birth to school), staff scaffold and model language through nursery rhymes, dialogue, constant narrative and modelling affective communication.

We build strong relationships with our children, paying particular attention to Bowlby's attachment Theory, ensuring we have a stable workforce and continuity of care. We allow our children time to build a safe, settled and secure bond with staff, especially with our under 2's. Space to cuddle, be calm and comforted are at the core of our ethos.

It is our intention that the children experience the areas of learning (EYFS curriculum) which are centred around the three prime areas:

- Communication and Language
- Physical development
- Personal, Social and Emotional development.

We then support children's experiences within the four specific areas, through which the three prime areas are strengthened and applied. These are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

We use the Department of Education's Development Matters curriculum guidance to form the basis of our planning and assessments, but also give regard to the Early Years Alliance document "Birth to five matters" to extend those milestones and development guidelines.

Implementation

We achieve this broad and balanced approach, we are advocates for "in the moment" planning (first developed by Anna Ephgrave), scaffolding our children's learning and using the children's interests, topics, themes, continuous provision, and adult led activities to achieve the best outcomes for our children. Learning is carefully planned by experienced staff to support each child's development no matter where their starting point is, learning is planned to consider each child's needs.

We are uniquely placed at Furnace Barn to have an extensive outdoor learning environment which provides space for the children to be active, developing their co-ordination, control and movement, our outdoor environment provides a unique chance for sustained shared thinking and extended periods of play. By making full use of our unique position, we are able to fully develop collaborative thinking, resilience and foster high level engagements ensuring high level attainments.

We have successfully integrated the assessment software “Famly” into our working practise, this allows our staff real time information on the children in their care, allowing for focused interactions, identifying, and responding to any developmental needs for each individual child. The software allows for our parents to be a partner in their children’s learning journey.

Each area of nursery from our quiet room (our youngest children) to our Preschool Unit, uses our curriculum guidance to ensure a flow of development for each child. Each room understands child development working collaboratively with each room, this ensures consistent expectations allowing each child to progress no matter where their starting point is.

Our management team have collected over 30years experience working within the EYFS, and this knowledge is used to ensure each staff member understands their children’s needs and can respond appropriately. We use a range of CPD practises: supervision, peer observations, group supervisions, staff meetings and staff training to allow each staff members CPD to move forward.

We regularly use our planning, assessments, observations, and discussions to inform next steps and intents for each room.

Impact.

Our inclusive approach means all children progress from their starting point. We have a range of additional intervention and support for children who may not be reaching their potential or are showing a greater depth of understanding and need further challenge. This includes, for example, sessions for developing speech and language, social skills, fine motor skills, phonics, and mathematics. We work collaboratively with the Lancashire Specialist Teaching team when extra support is needed, using the Early Years SEND Toolkit as our curriculum (when appropriate).

We ensure the needs of individual children are met through grouping our children flexibly throughout the nursery, our rooms are not solely designated by age, more centred around each child’s individual needs and stage of development.

We endeavour for pupils to be Reception ready and prepared for the next phase of the education, we constantly receive positive feedback from feeder schools and parents about how our children are “school ready” when they make the transition to school.

The impact of our curriculum is measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.

EYFS v.2021 Statutory Requirements – 3.68 “Providers must have arrangements in place to support children with SEN or disabilities. Maintained Schools, maintained nursery schools and all providers who are funded by the local authority to deliver early education places must have a regard to the Special Educational Needs Code of Practise. Maintained schools and maintained nursery schools must identify a member of staff to act as Special Educational Needs Coordinator (SENCO) and other providers are expected to identify a SENCO.

Teaching and Learning Part 2 - Provision & Resources

Our greatest resource at Furnace Barn is our staff's expertise and wealth of knowledge. We are lucky to have a dedicated, consistent team of staff who fully understand child development, how to use in the moment planning to achieve the best outcomes for each child and how to then ensure a accessible and enriching environment for each child.

Our management team are extremely qualified, meaning we support our staff to extend their knowledge and strengthen their practise. We constantly evaluate our planning and our interactions with the children, meaning our resources are very changing to ensure each child is motivated and engaged in their learning.

We are a free flow setting, we use our outdoor area to its full potential, being outdoor allows our children to be "loud, make big movements and take managed risks". All our children, from birth to school age interact outside, they learn empathy and resilience when interacting with each other.

Transitions

Children experience many transitions over the course of their lives such as starting nursery, moving house, new siblings and leaving nursery. Within their time at Furnace Barn, they will also experience moving rooms as they grow in independence and development. Often these transitions involve a process of change that requires children to adapt their thoughts, feelings and behaviours to meet new expectations. Where possible we have removed unnecessary transitions within nursery and encourage our partners to consider what adaptations we all can make as adults to ease childrens experiences.

Our children play together at parts in the day, meaning our children meet and see different children and staff throughout a day. We also provide sessions for the children moving through so they can meet their new key person. Our parents are encouraged to be actively involved in this process and their perceptions about their transitions are explored and valued. Transitions are well thought about and planned, effective transitions take time and are a process rather than an event. Whilst we work in partnerships with parents we will act as advocates for children and their best interests.

Children's emotional welfare, wellbeing and involved is monitored through transition periods. Children should enjoy the transition process. Transitions should motivate and challenge children.

Styles of teaching and learning should meet the needs of children and not pre-conceived notions of what is or what is not appropriate or next. Children and parents are individuals; our policies and practises must offer flexibility to be responsive.

At Furnace Barn Day Nursery we encourage parents to be involved by:

- Welcoming parents into nursery at arrival and home times each day.
- Welcoming parents into nursery whenever they have a query or concern. We offer meetings the same day that parents raise any concerns. We do not have scheduled parent's evenings etc we provide open discussions throughout the day and always welcome parents to come to us.
- Newsletters, photos, memo notes to inform parents of curriculum coverage
- Our Nursery Software Family allows use to collate our observations and assessments. The software allows parents to share observations from home and allows us to share their developments with parents in real-time.

Staff Training

Furnace Barn currently employs 18 nursery practitioners who work as key people to named groups of children. We also employ three members of management that take on extra responsibility within the nursery, two of which are our SENDCO's one dedicated for each part of Nursery. Two members of the management team hold Qualified Early Years status and Early Years Practitioner status, and one holds a level 5 qualification.

All our staff work with the children at some point and are available on drop off and pick up for any queries.

Our SENDCO and Management team, hold termly meetings with our local authority Inclusion team where we discuss our ongoing training needs, named supported children and any parents requests for guidance.

We are committed to our professional development, staff regular access courses run by Lancashire Teaching team, we run in-house courses to support peer development and access courses run remotely via our Flick training partners.

Further Information

Queries and Questions:

If parents or prospective parents/careers have any queries, comments or suggestions please do contact us in 01524 811811 or email furnacebarn@gmail.com

Choosing a nursery: We welcome an open discussion about your child's needs and your ambitions for your child's future in advance of starting at Furnace Barn. We actively suggest visiting nursery before committing to a place with us, and as part of the visits we would discuss your child's needs. Every child is different and whilst this document will hopefully have helped inform you, it cannot replace the value of visiting our nursery to discuss your needs and expectations.

Working in Partnership with Parents and Carers: Furnace Barn Families have daily access to our manager and practitioners. Every child has a named key person and parents are encouraged to keep an open dialogue with their key person. If parents need a longer chat, we actively welcome parents to book a meeting, where we have space to discuss privately within nursery.

If you're worried about your child's progress: please share your worries with us, we have a wealth of knowledge and experience, you know your child best. We have an extensive bank of experiences, however if we feel we are not as well informed we know where to get appropriate advice and help for you. We would aim to access other services/professionals quickly and efficiently.