

Monksfield Way Children's Centre Early Years Service - Day nursery

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Slough Children's Centres provides a range of Early Years provision for children aged 3 months to 7 years 11 months. We offer flexible sessions that are booked a month in advance to suit your requirements, which means that you only pay for the sessions that you need for your child. All three and four year olds are entitled to a free nursery place starting the term after their 3rd birthday. Some children are also eligible from the term after their 2nd birthday.

For parents attending certain courses, a crèche may be available for your child at the Children's Centre. Costs for this service vary. Please contact the Children's Centre at the time you book onto a course to check availability and funding.

At Monksfield Way Children's Centre we have a Holiday Club which takes children up to the age of 7 years 11 months outside of term time. Our Breakfast Club and After School Club provides care for children who attend Claycots School.

Who to contact

Telephone 01753 578691
Email monksfieldway.childrenscentre@slough.gov.uk

Where to go

Name Monksfield Way Children's Centre Early Years Service
Address Claycots Primary School
Monksfield Way
Slough
Berkshire
Postcode SL2 1QX
Notes Bus no.58, no.5 and no.3

Ofsted

Ofsted URN EY541757
Ofsted Latest Report [Click here to view the latest Ofsted Inspection Report](#)

Availability

Available places Vacancies in the baby room for two full days and four afternoons.
School/Nursery Pickups Yes
School/Nursery list Claycots School Britwell

30 Hours Extended Entitlement

Intending to provide 30 hours entitlement Yes
Registered to provide 30 hours entitlement Yes

Local Offer

Local Offer Description The Children and Families Act (2014) outlines the requirement for Local Authorities to publish information on services and provision in the local

area across education, health and social care for children and young people from birth to 25 with Special Educational Needs and Disability (SEND June 2014).

The purpose of the local offer is to enable parents and carers to have a clear understanding of what services are available for children with SEND in their area and how to access them. The Special Educational Needs and Disability Code of Practice (2014) sets out a graduated approach and the following information forms the local offer detailing how we at Slough Childrens Centers support children and their families.

Contact Name Lin Meade
Contact Telephone 01753 578691
Local Offer Age Bands Early Years (0-4 years)

Extended Local Offer Response [Click to expand](#)

Special Educational Needs Policy

The Children's Centres aim to create a supportive environment, where children are able to learn, develop and make progress as individuals, where their strengths are nurtured and any identified areas of need are supported.

Our underpinning principle is to ensure that every child can say with confidence:-

- I have good self-esteem
- I am resilient
- I can develop, learn and succeed

We are committed to working in partnership with parents, carers and relevant professionals to assess, address and implement support for children's individual needs, to ensure that they are included.

All of Slough's Children's Centres are Disability Discrimination Act compliant. The environment has been made accessible to all children, families, visitors and service users. Reasonable adjustments have been made to meet the needs of children and adults with disabilities. For example,

- Hoists are available in the Centres
- Loop systems are available in reception
- Door frames are contrasting to aid the visually impaired
- Thresholds are level
- Doors are wide enough to admit wheelchair users
- A lift is available where the site is on two floors.

These adaptations enable us to accommodate children with a wide range of learning, physical and sensory needs.

Teaching and Learning

Each child is allocated a key person on entry to the Children Centre. Prior to starting at the Centre, each child is invited in for three settling-in visits. These visits help to develop a warm and professional relationship with their key person, where information is shared to benefit each individual's needs.

During the settling-in period and their early weeks in the Children's Centre, the key person will make an assessment of the children's learning and development. In this way, we can identify areas that may need some additional support.

Working within the Early Years Foundation Stage framework, practitioners are able to plan appropriate experiences and activities. By observing the children, practitioners are able to understand individual interests and stages of learning and development. This information, supported by assessments and monitoring facilitates planning and teaching of next steps, differentiated to meet individual needs.

Identifying and Assessing Special Educational Needs

Our observation, assessment and planning cycle enables us to assess children's progress in their learning and development, so we can plan appropriately for their needs.

Our discussions with parents and knowledge of child development enable us to identify areas where additional support may be required.

Resources such as the 'I Talk' monitoring tool and the Slough Early Years Tracking and Attainment Record highlight to the key person areas where a child may be at risk of delay.

Support required may be a short term strategy, such as including a child in a language group, or using resources such as the 'Sharing Feelings' materials, which help to support children's personal, social and emotional development.

It may be necessary to put an Individual Education Plan (IEP) into place, in which case the Special Educational Needs Co-ordinator (SENCO) will develop a plan, in close collaboration with the child's key person and parent/carers. These plans identify areas where the child may need support and specify how this support will be provided. The IEP sets small, achievable steps for children, which we review within the continuous observe, assess and plan cycle.

Where a child's required support may be specific or specialised input, for example from a Speech & Language Therapist, the Children's Centre will work closely with any professional working with the child.

To ensure children are able to progress in their learning and development, we may seek advice from other professionals about other appropriate support. Support from professionals outside the Children's Centre environment is sought following discussions and agreement including consent, from parents/carers.

Involving Parents and Children and Young People in Planning and Reviewing Progress

Our parent/carer partnership starts at the initial settling-in period, where information is shared between the parent/carer, as the child's first educators, and the allocated key person for the child. We acknowledge that no-one knows and understands their child more than the parent/carer and their contribution is therefore vital to the work of the Children's Centre.

Through daily, informal discussions or more formal

meetings, such as the 2 year review, parents/carers are invited to share their thoughts and observations of their children.

Sharing information benefits the children's progress by helping us to make the right decisions and offer the most appropriate support.

We also value and acknowledge our children's views when planning their next steps and gain information from them through observing their actions/interests and, where possible, by talking to them.

Additional Support

Each child has an "All About Me" book in which observations, photos and children's own work are kept. Planning is individual to each child, following their interests and setting appropriate next steps in their learning. Planned experiences could include small group activities or 1:1 time with their key person.

Should a child's progress continue to be less than expected, even when an additional intervention or support is put into place, it may be necessary to seek advice of other specialist professionals. Parental consent will always be sought before we proceed with this. When specialist advice is needed, we may contact one of the following agencies:

- Advisor for special educational needs
- Speech and language therapists
- Educational psychology services
- Service for Autism
- Sensory Consortium
- Behavioural support services

Extra Activities

A full risk assessment is completed before any off site activities are undertaken, to ensure safe and appropriate access. This would include any additional support needed to ensure all children can be included.

Meeting the Social and Emotional Needs of Children and Young People with SEN

The emotional well-being of our children is of the utmost importance and, as such, is a prime area of the Early Years Foundation Stage.

By understanding and valuing the individual needs, interests and motivation for each child and encouraging care, kindness and consideration through our everyday practice, we can support them to feel secure and valued within the Children's Centre environment and in their relationships with both adults and children. This will help children to develop confidence, resilience and self-belief.

Keeping Up to Date with Knowledge and Skills

Practitioners' training needs are identified through regular discussions about the needs of individual children.

We work closely with Slough's Early Years Special Educational Needs Advisor and support services, who can offer advice and training.

Training is also accessible for children who have identified medical needs.

Practitioners have knowledge and experience in the following areas:

- Speech, Language and Communication Needs (including Hearing/deafness)
- Makaton/Key word signing
- Visual impairment
- Feeding & Food
- Epilepsy Awareness
- Asthma Awareness
- Allergies
- Autism Spectrum disorder
- Physical and mobility impairment

Transitions

Our settling-in process is planned to allow parents/carers and practitioners time to share information about their child. Visits are tailored to meet the individual needs of each child and family, allowing parents/carers to feel confident that their child is secure in their new environment.

Children moving within rooms in the Children's Centre will be supported to visit their new room with their key person, prior to moving permanently. Information is shared between practitioners to ensure continuity of care. This is a child-led process with all adults, including parent/carers, working together to ensure a smooth transition.

When children move to a different setting or school, transition meetings are held with the receiving setting, including the SENCO as appropriate. Through these visits, we are able to share information with the consent of parent/carer.

Where it is thought to be necessary to ensure a smooth transition, the key person may accompany the child to visit their new setting, with the permission of the parent/carer.

The receiving school or setting will also be invited to a Team Around the Child (TAC) meeting, involving the parent/carer and any other professional working with the child or family.

Helpful Contacts

If parents/carers have any concerns or questions about their child's needs, the first point of contact should be their child's key person. In addition, the Children's Centre Early Years Manager, Deputy Manager or SENCO will be more than willing to offer support and, where appropriate, advise parents as to how to access further information.

Last Updated

27/09/2017