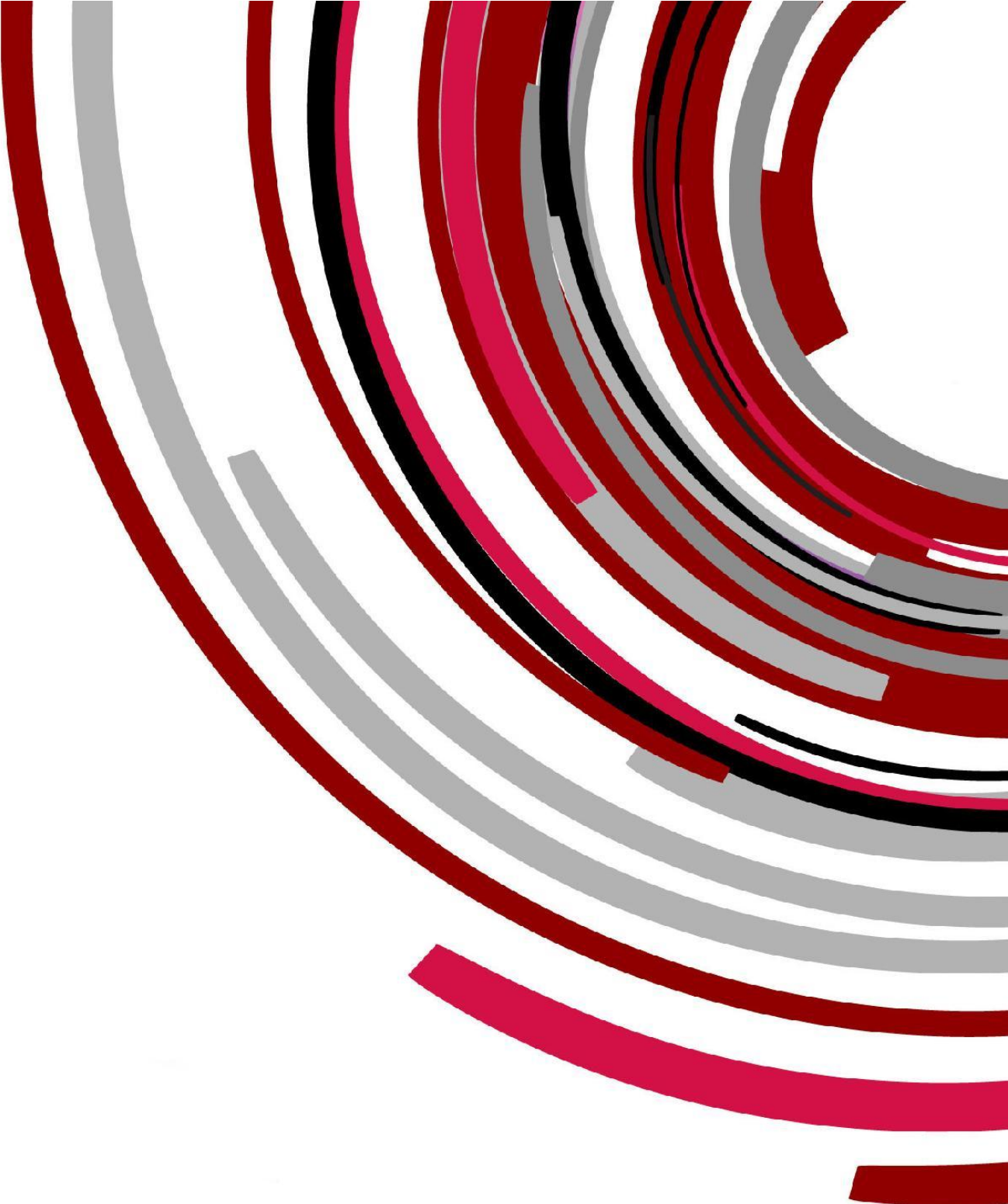




SEN and Disability

Local Offer: Early Years Settings

Name of Setting: **Hearts and Minds Childcare**

www.lancashire.gov.uk

Setting Name and Address	Hearts and Minds Billinge House Euxton Lane Euxton PR7 6DL		Telephone Number	01257272515
			Website Address	www.hmchildcare.co.uk
Does the settings specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: As a setting we support children with a range of special educational needs	
	X			
What age range of pupils does the setting cater for?	0-5 years			
Name and contact details of your setting SENCO	Natasha Price (SENCO) Kelsey Ward (SENCO)			
Name of Person/Job Title	Natasha Price (QTS) (Communication and Language Lead) Kelsey Ward (Pre-school Room Leader)			
Contact telephone number	01257272515	Email	info@hmchildcare.co.uk	

The Setting

Hearts and Minds Childcare

Hearts and Minds Childcare is a rural, private day nursery caring for up to 65 children each day, with over 100 children currently on roll attending a range of flexible sessions.

We provide full-day care for children aged 3 months to 5 years and are open Monday to Friday from 7:00am to 6:30pm, 51 weeks of the year. The nursery is closed on all public bank holidays and for approximately one week between Christmas and New Year.

Our nursery is organised into age-specific rooms to provide developmentally appropriate care, learning, and play experiences.

- **Garden Lodge (0–2 years)** – A 15-place baby room with an open-plan layout, enabling children to access all areas freely, including a dedicated outdoor decking area.
- **Toddler Room (2–3 years)** – A 20-place room located on the ground floor, offering free-flow access across three interconnected spaces designed to support continuous provision and independent learning.
- **Pre-School (3–5 years)** – A 30-place room situated upstairs, where children move following their third birthday to prepare for their transition to school.

We also benefit from a large, secure outdoor environment that offers a wide range of learning opportunities. This includes a mud kitchen, outdoor classroom (The Orchard), polytunnel, bug area, small world play, and covered exploration spaces that enable outdoor learning in all weather conditions.

Our team works closely with parents and carers to ensure positive, well-planned transitions throughout each child's journey at nursery.

Staffing

The nursery is led by Nursery Manager, Jenny Hodge, and Deputy Manager, Lindsay Thompson, who are supported by a dedicated team of 18 Early Years Practitioners, including three Team Leaders and an experienced Nursery Chef.

Several practitioners also hold additional areas of responsibility to support the quality of our provision, including:

- Behaviour Management Lead
- PANCo (Physical Activity and Nutrition Coordinator)
- Parental Partnership Coordinator
- Equalities Coordinator
- Special Educational Needs Coordinator (SENCo)
- Two Designated Safeguarding Leads (DSLs)

The majority of our practitioners hold recognised Early Years qualifications and are committed to continuous professional development. Staff regularly undertake refresher training to ensure their knowledge and practice remain current, enabling them to provide the highest standard of care and education for every child.

The Building-

Hearts and Minds Childcare operates from a spacious farmhouse in Euxton, arranged over two floors. The nursery is accessed via a private service road with ample parking for practitioners, parents, carers, and visitors. As the service road is a cul-de-sac, there is very little through traffic, helping to provide a safe environment for children and their families. The setting is enclosed by a 5-foot boundary wall and is accessed through a secure gate. The building has two entrances, one of which is fitted with an intercom system to ensure controlled access. Entry to the nursery involves a single step. On arrival, families are welcomed into a friendly, well-lit reception area with an adjoining office. Information boards provide parents and carers with up-to-date information about the nursery, including copies of our policies and procedures, newsletters, and details of upcoming events. We also display information about services and activities available within the local community, including those provided by the nearby children's centre. All written information is currently available in English to meet the needs of our existing families. However, information can be provided in large print or translated into alternative languages where required, and we will make every effort to ensure information is accessible to all families.

Rooms and Layout-

- Garden Lodge (0–2 years): A bright, welcoming environment decorated in neutral tones, with a combination of laminate, carpet, and vinyl flooring. The room benefits from both ramp and step access to the outdoor area, and emergency lighting is installed to support safe evacuation if required.
- Toddler Room (2–3 years): A spacious environment with a combination of carpet, laminate, and wood-effect vinyl flooring, providing a safe, comfortable, and practical learning space.
- Pre-School (3–5 years): Comprising four interconnected rooms and two children's bathrooms, the Pre-School provides a stimulating environment that promotes independence and school readiness. Flooring throughout includes carpet, laminate, and wood-effect vinyl for comfort, safety, and ease of maintenance.
- Conservatory: Used by both Toddler and Pre-School children for mealtimes and group activities. French doors provide direct access to the garden, supporting free-flow indoor and outdoor learning.

Toilets and Changing Facilities- The nursery has nine toilets, seven of which are designated for children's use. Three dedicated changing areas are available to support children who wear nappies or require personal care. Toilets are clearly identified with child-friendly signage and are designed to encourage independence while remaining accessible and inclusive.

Corridors and Safety Features- Two main corridors provide access between the nursery rooms. These are well lit with LED lighting and emergency strip lighting to support safe evacuation. The upstairs corridor includes low-level coat pegs and storage for children's belongings, promoting independence. Flooring throughout consists of wood-effect vinyl, with carpeted stairs and landings. Low-level handrails are fitted to support children in moving safely around the building.

Toddler Rooms (2–3 Years)

Our Toddler provision is arranged across three interconnected rooms, each designed to support different aspects of children's learning, development, and wellbeing. **Explorers Room-** The Explorers Room is a carpeted, welcoming space that provides opportunities for children to investigate and develop their curiosity through play. The room benefits from natural light through a window fitted with a blackout blind and has a panelled internal door, allowing practitioners to supervise children while maintaining a calm environment. **Snuggles Room-** The Snuggles Room provides a calm, nurturing environment where children can relax, rest, and enjoy quieter activities. It has direct access to the children's bathroom and a fire exit leading to the kitchen. The room has one window overlooking the conservatory and a second window facing the outdoor area, allowing plenty of natural light. A cosy area with cushions and foam mats offers children a comfortable space to relax, read, or enjoy quiet time. The nursery has 30 individual sleep mats, which can be used whenever children require rest during the day. Each child has their own named bedding, which is laundered regularly in accordance with our hygiene procedures. **Creators Room-** The Creators Room is the main entrance into the Toddler provision from the corridor and is enclosed by a low wooden safety fence with a secure gate. The room provides access to the other toddler rooms and the conservatory. This area encourages creativity and exploration through a range of sensory and expressive activities, including mark making, sand and water play, and opportunities to investigate a variety of natural and textured materials. Two non-opening windows provide additional natural light while maintaining children's safety.

Learning Environment-

All three rooms feature attractive display boards positioned at adult height, showcasing children's artwork, photographs, and learning experiences. These displays celebrate children's achievements and provide parents and carers with an insight into their child's development.

Furniture throughout the toddler provision is predominantly free-standing and can be rearranged to meet the changing needs of the children, allowing practitioners to create an inclusive, flexible learning environment that supports all areas of development.

Bathroom Facilities-

The Toddler Room has a dedicated bathroom containing two child-sized toilets, two child-height sinks, and a wall-mounted changing unit. The bathroom is bright, clean, and well maintained, with durable vinyl flooring designed to promote good hygiene while encouraging children to develop independence in their personal care routines.

Entrance and Reception Area-

The nursery is accessed through a secure entrance porch, providing an additional level of security for children, families, staff, and visitors. Access to the main building is controlled via an intercom system, allowing entry only after authorisation by a member of staff.

The entrance porch is well lit, with wooden flooring, and creates a welcoming first impression. Two display boards are located in this area: one provides parents and carers with important information, notices, and guidance, while the second introduces the nursery team with photographs and staff information. Clear signage is displayed throughout, including reminders about the nursery's no mobile phone policy, no smoking policy, and fire evacuation procedures.

Beyond the porch is a welcoming reception area that provides families with easy access to information about the nursery. Copies of the nursery's policies and procedures are available alongside newsletters, upcoming events, and information signposting families to the local Children's Centre and other community support services. Children's artwork and photographs are displayed throughout the area, creating a warm, inviting atmosphere that celebrates their achievements.

Conservatory-

The conservatory is accessed from the reception area and provides direct access to the kitchen, outdoor learning environment, and Toddler Room. The room has durable vinyl flooring, making it practical for everyday use and easy to maintain.

The conservatory is furnished with child-sized wooden tables and chairs and is used for mealtimes, group activities, and a range of learning experiences. Two walls are made up of floor-to-ceiling windows fitted with blackout blinds, allowing natural light to flood the room while providing shade when required.

The room also features two glazed internal doorways and wooden French doors with glass panels, creating a bright, open environment while maintaining clear visibility throughout the setting. An internal viewing window into the Toddler Room further supports communication and supervision between rooms.

At mealtimes, children sit together in small groups at child-sized tables, encouraging independence, conversation, and positive social interactions. Younger children who require additional support are provided with appropriately sized chairs fitted with safety trays, enabling them to participate safely and comfortably alongside their peers.

Pre-School Environment (3–5 Years)-

Our Pre-School provision is organised across four interconnected rooms, each designed to support different areas of learning and development while promoting children's independence, curiosity, and school readiness

Furniture and equipment throughout the Pre-School are free-standing and can be easily rearranged to create an inclusive, flexible learning environment that meets the changing needs and interests of the children. Resources are stored at child height, encouraging independence and allowing children to make choices about their own learning. Activities involving malleable materials are presented in trays and tuff spots, ensuring they are accessible to all children.

All resources are carefully selected to meet the developmental needs of children aged 3–5 years. Practitioners regularly enhance the environment with additional resources and experiences to provide appropriate challenge, extend learning, and support each child's individual stage of development.

The learning environment celebrates children's achievements through displays of their artwork, photographs, and documentation of their learning experiences. Display boards throughout the Pre-School provide families with an insight into the activities and experiences taking place within the setting.

Children enjoy their meals together downstairs in the conservatory, where they sit at child-sized wooden tables and chairs. Mealtimes provide valuable opportunities to develop independence, social skills, conversation, and positive relationships with peers and practitioners.

Garden Lodge (0–2 Years)-

Our purpose-built Garden Lodge is a single-storey extension located within our spacious outdoor environment, providing a calm, nurturing space specifically designed for our youngest children. The Garden Lodge can be accessed via a gently sloping decked ramp, ensuring accessibility, or through double doors with a small step. The room is bright and welcoming, benefiting from three large windows, three smaller windows, and French doors, allowing an abundance of natural light throughout the day. Children based in the Garden Lodge enjoy all meals within this room, sitting together around child-sized wooden tables to encourage social interaction and independence. Younger children who require additional support are provided with appropriately sized seating to ensure they can participate safely and comfortably. The room includes a kitchenette for food preparation and storage, two child-sized toilets, a staff toilet, and a dedicated changing area to support children's care routines. Resources within the Garden Lodge have been carefully selected to meet the developmental needs of children under two years of age. Children have access to a wide range of age-appropriate toys and sensory resources, including sensory balls, illuminated sensory orbs, treasure baskets, and heuristic play materials. These resources encourage exploration, curiosity, communication, and early problem-solving while supporting each child's individual interests and stage of development. The French doors provide direct access to a secure decked outdoor area, which is equipped with a range of age-appropriate outdoor toys and learning experiences. This enables children to enjoy daily outdoor play and exploration in a safe, stimulating environment.

Outdoor Learning Environment-

Our nursery benefits from an extensive $\frac{3}{4}$ -acre outdoor learning environment, providing children with daily opportunities to learn through play, exploration, and first-hand experiences in nature. The outdoor area can be accessed from the conservatory at the rear of the nursery or through a secure, locked gate at the front of the building. The garden is fully enclosed by secure fencing, with the nursery bordered on three sides by open farmland, creating a peaceful rural setting.

The outdoor environment includes a wide variety of learning spaces designed to support all areas of children's development, including: A large grassed area offering ample space for running, games, exploration, and physical play. Fruit trees and berry bushes, providing opportunities to observe seasonal change, wildlife, and participate in gardening activities. A tarmacked area with a marked roadway where children can safely ride bicycles, tricycles, and scooters, supporting balance, coordination, and road safety awareness. Pebbled areas, paving, and a small rockery that encourage sensory exploration, investigation, and imaginative play. A dedicated outdoor area designed specifically for babies and younger children, providing a safe space for early exploration. The garden also promotes physical development through three climbing frames with slides of varying heights, ensuring appropriate levels of challenge for different ages and stages of development. Children are encouraged to care for the environment through gardening activities using two large planters and a dedicated herb garden.

A large double garage further enhances the outdoor provision. One side is used to store outdoor resources and also provides space for role play, mark making, and quieter activities. The other side has been transformed into a covered 'beach' area, where children can enjoy barefoot sand play in a sheltered environment throughout the

Identification and Early Intervention

At Hearts and Minds, we are committed to identifying children's individual needs at the earliest opportunity and providing timely, targeted support to enable every child to thrive. Every child is assigned a key person and a buddy who develop secure relationships with them, monitor their progress, and plan meaningful experiences that build upon their interests, strengths, and next steps in learning.

Children's learning and development are continuously monitored through high-quality interactions, ongoing observations, and professional judgement. While not every observation is formally recorded, allowing practitioners to remain fully engaged in children's play and learning, significant achievements, developmental milestones, and next steps are documented within each child's Family learning journal. This approach ensures that assessments remain purposeful, meaningful, and focused on supporting children's individual progress rather than generating unnecessary paperwork.

Working in partnership with parents and carers is central to our assessment process. Families have daily access to their child's Family account, where they can view observations, monitor progress, and contribute by sharing comments, photographs, and achievements from home. This collaborative approach enables practitioners to develop a more complete picture of each child's learning and ensures that experiences from both home and nursery are recognised and celebrated. Parents and carers also have regular opportunities to speak with their child's key person at drop-off and collection times, while dedicated parents' evenings are held throughout the year to discuss progress, review next steps, and agree on any additional support that may be beneficial.

In line with the Early Years Foundation Stage (EYFS) statutory requirements, children aged between two and three years receive a Progress Check at Age Two. During this meeting, the key person discusses the child's development with parents and carers, celebrates achievements, identifies next steps, and provides practical ideas for supporting learning at home. Where additional support is identified, practitioners work collaboratively with families to develop appropriate strategies, which may include targeted interventions within the setting, personalised learning plans, or, where appropriate and with parental consent, referrals to specialist services such as Speech and Language Therapy. Advice and guidance may also be sought from the Local Authority Inclusion Teacher through a Request for Guidance visit, ensuring that children receive the right support at the earliest opportunity.

Our Special Educational Needs and Disabilities (SEND) Policy outlines the graduated approach we use to identify, assess, plan, implement, and review support for children requiring additional provision. We use provision mapping to plan, monitor, and evaluate interventions through a three-wave model. Wave 1 represents the high-quality inclusive practice provided for all children. Wave 2 identifies children who require targeted interventions in addition to universal provision, while Wave 3 supports children with more complex needs who require specialist interventions or involvement from external professionals. This structured approach enables us to monitor the effectiveness of support, adapt strategies where necessary, and ensure provision remains responsive to each child's individual needs and aligned with the setting's action plan.

Through early identification, continuous assessment, collaborative working with families, and effective partnership with external professionals, Hearts and Minds ensures that every child receives the support they

Teaching and Learning Part 1- Practitioners and Practice

Hearts and Minds delivers the Early Years Foundation Stage (EYFS) curriculum, providing a broad, balanced, and stimulating learning environment that supports every child to achieve their full potential. The nursery is organised into three age groups: Under Twos, Two to Threes, and Three to Five Years. Practitioners use the Statutory Framework for the Early Years Foundation Stage and Development Matters to plan and deliver learning experiences that are tailored to each child's age, stage of development, interests, and individual needs.

The EYFS is based on seven areas of learning and development, consisting of three prime areas and four specific areas. The prime areas are Personal, Social and Emotional Development, Communication and Language, and Physical Development. These form the foundations for children's learning and are given particular emphasis during the earliest years, as they support children to become confident, independent learners and prepare them for future development.

Within our Under Twos room, practitioners place a strong focus on the prime areas of learning through nurturing relationships, play-based experiences, and responsive interactions. As children grow and develop, they begin to build the knowledge and skills required to access the four specific areas of learning: Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. These areas become increasingly embedded within the provision in our older rooms while the prime areas continue to underpin all aspects of children's learning and development.

Learning experiences throughout the nursery incorporate a blended approach we focus on the child's interest, and it is applied through staff scaffolding play experiences then allowing children to follow their own curiosity. allowing practitioners to respond to children's interests, curiosity, and emerging learning opportunities. Through high-quality interactions and ongoing observations, staff provide meaningful experiences that meet the needs of all children and support their individual next steps. Activities are carefully adapted and differentiated to ensure every child can participate successfully, recognising that some children may require additional support or different approaches to learning. Practitioners are responsive to the unique strengths, interests, and developmental needs of every child in our care.

Each child is allocated a key person who is responsible for building a secure, trusting relationship with both the child and their family. The key person plays a central role in monitoring each child's learning and development, planning appropriate next steps, and ensuring their individual needs are met. They work closely with parents and carers, sharing information about children's progress and providing ideas to extend learning at home through home learning leaflets and practical suggestions. Parents and carers are encouraged to contribute to their child's learning journey by sharing home observations and achievements, enabling practitioners to gain a more complete picture of each child's development. Families are welcome to speak with their child's key person or a member of the management team at any time to discuss their child's progress, celebrate achievements, or seek advice on supporting learning and development at home.

Reviews

At Hearts and Minds, we are committed to building strong, positive partnerships with parents and carers, recognising that they are their child's first and most important educators. We believe that open communication and collaborative working are essential to supporting every child's learning, development, and wellbeing.

Parents and carers receive regular feedback about their child's day and ongoing progress. Through the Famly app, families are kept informed with daily updates, including information about meals, sleep, personal care routines, and significant learning experiences. Practitioners are always available to speak with parents and carers at the beginning or end of each session, and additional meetings can be arranged at any time should families wish to discuss their child's development or raise any concerns.

The setting also uses the Famly app to share regular news, photographs, upcoming events, and information about activities taking place within the nursery. We provide parents with guidance, advice, and resources relating to child development, health, safety, and other topics relevant to supporting children's learning at home.

We actively encourage parents and carers to become involved in nursery life. Families are invited to share special skills, hobbies, cultural experiences, or information about their professions with the children, helping to enrich the curriculum and broaden children's understanding of the wider world. Children are also encouraged to bring in photographs, souvenirs, or information about experiences they have enjoyed at home or over the weekend. These are proudly displayed within the setting and provide valuable opportunities for discussion during circle time or with their key person, helping children to develop confidence, language, and a sense of belonging.

Throughout the year, we offer a range of opportunities for families to engage with the nursery community. These include our annual Hog Roast, Stay and Play sessions, and parent information evenings covering topics such as school readiness, our curriculum, potty training, and other areas of interest. These events enable parents and carers to learn more about their child's development, discuss any questions they may have, and strengthen the partnership between home and nursery.

We actively seek the views of parents and carers to help us continually improve our provision. Feedback is gathered through anonymous questionnaires, comment cards located in the welcome area, and informal conversations with practitioners. Families are encouraged to share their thoughts and suggestions with their child's key person, the nursery management team, or the directors, either in person, via email, or through the Famly app. By maintaining clear, open, and respectful communication, we ensure that parents feel valued, listened to, and fully involved in their child's early years journey.

Transitions

Before starting at Hearts and Minds, each child is invited to attend up to three settling-in sessions, each lasting up to two hours. These sessions provide children with the opportunity to explore the environment while a parent or carer remains nearby, offering reassurance and support. Although most children settle within three sessions, additional visits can be arranged for children and families who require more time. Parents and carers are encouraged to stay during the first session to meet staff, become familiar with the daily routine, and complete the necessary enrolment paperwork. During this time, practitioners review all documentation with families to ensure a smooth and positive start. The settling-in process also enables children to begin developing a secure relationship with their key person, who will support and guide them throughout their time at the setting.

As part of the enrolment process, parents and carers complete an 'All About Me' booklet. This provides practitioners with valuable information about the child's interests, preferences, home routines, cultural background, and any additional needs, enabling staff to provide personalised care and learning experiences. For children transferring from another early year's setting, parents are asked to share relevant documentation, including developmental information and learning records, to support continuity of learning and ensure a smooth transition. Families are also registered on the Famly app, where they can update personal information, receive nursery communications, view observations, and manage invoices and payments.

Children's progress is carefully monitored throughout their time at the setting. Around their second birthday, practitioners complete the statutory Progress Check at Age Two, reviewing each child's development and sharing the outcomes with parents and carers. As children prepare to move on to school, a comprehensive transition summary is completed, outlining their strengths, interests, achievements, and progress across the seven areas of learning within the Early Years Foundation Stage (EYFS). With parental consent, this information, together with any individual support plans or targeted learning programmes, is shared with the child's receiving school to promote continuity and support a successful transition.

Once school places have been confirmed, Reception teachers are invited to visit the setting to meet the children in a familiar environment. These visits provide children with the opportunity to build early relationships with their new teachers, introduce their friends, and confidently share their learning experiences. During these visits, teachers can discuss each child's development, individual learning needs, and any additional support requirements with their key person or the nursery manager. Where a child requires enhanced transition support, additional meetings can be arranged involving parents, practitioners, and other relevant professionals to ensure the transition to school is carefully planned, well supported, and as positive as possible for both the child and their family.

Staff Training

At Hearts and Minds, we employ a team of 20 staff members. Thirteen practitioners hold a Level 3 qualification in childcare, two hold Level 4 qualifications or above, and two are qualified teachers, one with Qualified Teacher Status (QTS) and one with Early Years Teacher Status (EYTS). Three practitioners hold a Level 2 qualification, while the remaining team members are unqualified, including our nursery cook.

All staff at Hearts and Minds hold a current Paediatric First Aid certificate, and newly appointed practitioners complete this training within their first six months of employment. Our Designated Safeguarding Leads (DSLs) have completed both Level 1 and Level 2 safeguarding training, while all other practitioners have successfully completed Level 1 safeguarding training. Coordinators have undertaken additional specialist training in areas such as Working in Partnership with Parents and Equality in the Early Years. Every practitioner also holds a Food Hygiene qualification, and many have attended professional development workshops, including Making Marks and Open-Ended Opportunities.

We are committed to maintaining a strong culture of continuous professional development through a robust staff development programme. Regular supervision sessions and annual appraisals support practitioners in reflecting on their practice, identifying strengths, and setting professional development goals. Staff are actively encouraged to access training that reflects their individual learning needs and interests, as well as the evolving needs of the setting and the children in our care.

Practitioners have access to a comprehensive resource library containing articles from recognised early years publications, alongside guidance from external professionals, including our Inclusion Teacher and Speech and Language Therapist. Hearts and Minds also works closely with the local Children's Centre to access additional support, advice, and training opportunities. Staff regularly consult Lancashire County Council guidance, attend professional network meetings, and keep up to date with current legislation, best practice, and developments within the early years sector to ensure the highest standards of care and education are maintained.

Further Information

For further information and to discuss any questions you may have the Manager/SENCO can be contacted on 01257 272515 or via email on info@hmchildcare.co.uk

Should any parents or carers have any concerns or are unhappy with the setting they can speak to the Manager or Deputy Manager. As a setting we have a complaints procedure which is available to all parents within the welcome area.

Parents and carers can phone the setting at any time to ask about their child's development and although they may not be available straight away due to ratios a call back can be requested from the child's key person.