



# Dorset Family Information Directory

My Shortlist 0

## Three Bears Nursery

Within Three Bears all children are supported in developing their potential at their own pace. Our structured learning programme is centred on communication, language, literacy and numeracy. We also focus on each child's physical, personal, social and emotional development. By using appropriate play activities and a high level of adult input, we offer a curriculum which leads to nationally approved learning outcomes and prepares children to progress with confidence to starting school at the age of five. Bright, spacious and friendly nursery offering excellent care and education for young children. We have a secure and private garden and also make use of an adjacent network of paths and local playgrounds. Daily healthy 'home cooked' meals.

### Contact

**Telephone** 01929 405777  
Fax: 01929 401593

**Email** [threebearsLtd@gmail.com](mailto:threebearsLtd@gmail.com)

**Website** <http://www.threebearseducare.co.uk>

### Venue

**Venue address** Three Bears Nursery Holt Road  
Bovington  
Wareham  
Dorset

**Postcode** BH20 6LE

**Locality** Purbeck

### Date/Time

**Opening times** Mon: 08:00-18:00  
Tue: 08:00-18:00  
Wed: 08:00-18:00  
Thu: 08:00-18:00  
Fri: 08:00-18:00

### Service Details

**Vacancy information** Full and part time vacancies for 2 -3 year olds.

**School pickup** Bovington Primary School : AM/PM

**Cost(s)** £34.25 per Day

**Cost variations** Prices vary for different age groups and sessions - please see website for details.

**Additional Information** Lunch can be provided. We also run Jaks Holiday Club during all school holidays and Jaks Breakfast / After School Club during term time for age 3 to 12 years. Other sessions are available: 8am to 1pm, 9am to 3pm and 1pm to 6pm. Provision has an inclusion / equal opportunities policy.

**Age Range** 0 years 3 months to 12 years 11 months

### Ofsted Registered Details

Ofsted inspection result	Date of last inspection	Inspection result	Ofsted report
	21/02/2017	Good	<a href="#">View here</a>

**Ofsted Report** If a childcare provision is run by a school they may not be

**notes** separately registered with Ofsted, therefore the link to their report will be for the school.

**Registration details**

Registration number	Ofsted registration date
153471	31/08/1995

**Early Education**

Free early education places	15 Hours For 2 year olds	15 Hours For 3 & 4 year olds	30 Hours For 3 & 4 year olds
	Yes <a href="#">What is this?</a>	Yes <a href="#">What is this?</a>	Yes <a href="#">What is this?</a>

**Accessibility**

<b>Wheelchair accessible</b>	Wide door access, no steps, ramps.
<b>Parking availability information</b>	On site parking.
<b>Toilet facility information</b>	Ground floor toilet, wheelchair accessible toilet, facilities for intimate care for older children with additional needs.
<b>Other Facilities</b>	Sensory room, Treats Toy Library delivery.

**Record Last Updated** 27/02/2018

**SEN & Disabilities Local Offer**

**Contact Name** Jade Eglon  
**Contact Telephone** 01929405777  
**Contact Email** [threebearsltd@aol.com](mailto:threebearsltd@aol.com)



**Local Offer - click to view**

**How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

All children in our care will have a key person who will have built up trusting supportive relationships with the parent and child, that will share information and if you have any concerns about your child's development you can ask for time to discuss this with them. Also, if your child's key person has identified a possible individual need, they will discuss this with you in private and plan together to support your child's learning and development. All children that attend the Nursery will all have regular ongoing observations which are linked to the EYFS (Early Years' Foundation Stage), which will help us identify the individual learning needs and stages of their development, the observations should be discussed with the room supervisor, the manager and the settings SENCOs (Jade Eglon and Bryony Whitehead) if there are any concerns or flagged areas.

**How will early years setting/school/college staff support my child/young person?**

We have a very effective key person, and key person buddy system in place within the setting. The role of the key person is to support children and their families, monitor development and progress, and encourage further development through play based learning.

Key persons will also help you to support your child at home in a variety of ways;

- Lending library and resource packs
- Regular contact through either daily communications sheets, parents' evenings, stay and play sessions or face to face contact and an 'All about me' in their individual profile.
- The setting SENCO will work closely together with the child's key person to ensure the child receives the individual care they need.

Our provision mapping helps us to identify where children may need additional support and Targeted Learning Plan's (TLP) are often put into place to set additional targets for children, in discussion with parents and other relevant professionals. We listen to children in a variety of ways within the setting and their views and interests are at the heart of our practice and provision. We plan next steps accessing additional support from others where necessary e.g. Speech and Language or applicants for additional funding.

#### **How will the curriculum be matched to my child's or young person's needs?**



- Thorough observations, on-going assessments and planning are at the heart of effective practice within the setting and we use 'Development Matters' as a guide to making best fit judgements about whether a child is showing typical development for their age.

#### **How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?**



We have robust monitoring systems in place which monitor and review children's development and progress through -

- Baseline assessments
- 2 year old checks, which can be shared with other professionals
- Termly reviews of progress ECAT
- Termly summative reports
- Transition formats

We work closely with other professionals to not only help and support children and their families but also develop our own practice and continuous professional development.

#### **What support will there be for my child's/young person's overall well being?**



'All about me' sheets are given to parents during settling in session in discussion with the child's new key person. Policies are shared with all staff and parents. We provide a flexible approach to routine and environment which are based around each individual child. Open communication with our families is encouraged from when the child starts.

#### **What specialist services and expertise are available at or accessed by the setting/school/college?**



The SENCOs will liaise with other professionals that need to be involved to support the child with their learning and development. All reports from other professions such as Speech and Language, Portage and Health Visitors are shared with the parents to help with planning to meet the individual needs of the child.

#### **What training are the staff supporting children and young people with SEND have had or are having?**



Our SENCOs have regular on-going training, we also have a member of staff who is Deputy to our SENCO who has also completed SEN training. The information from training will be fed back to the other member of the team through regular monthly staff meetings.

#### **How will my child/young person be included in activities outside this classroom including school trips?**



All activities will be planned around the individual child's needs. We ensure that risk assessments are carried out before every outing.

#### **How accessible is the setting/school/college environment?**



Our building is single storey with access ramps ensuring all round access to the building. We have two disabled toilets. All our doors are wide enough for wheelchair users. We have adjustable tables so that individual needs can be met, and activities can be inclusive.

#### **How will the setting/school/college prepare and support my child/young person to join the setting/school/college or the next stage of education and life?**



When children start reception a transition plan is put in place. This is drawn up by the SENCO. The receiving school's SENCO, the child's

Parents or teacher are invited to visit together before the child starts school. This plan focuses on the child's strengths and difficulties and what support they are currently receiving.

The transition meeting and the SENCOs visit to the next school provides information to ensure that both appropriate strategies and resources will be in place when the child starts.

**How is the decision made about what type and how much support my child/young person will receive?**



This will be based on the observations made by the key person with support from SENCO, parents and Manager. Observations are linked to the EYFS and knowledge of child development will be used to identify what support is required, extra support will be put in place. The SENCO will advise on the process of applying for extra support. The inclusion finding process will identify the level of need based on the evidence submitted to the panel from the setting and other professionals working with the child/family. Reports from childcare professionals or others working with the child or family will be used to plan support within the setting.

**How are parents involved in the setting/school/college? How can I be involved?**



On-going partnership with parents will support the decision making process as they are involved in the process throughout. Parents are involved with the targeted learning plan that will include how parents can support their child at home.