



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

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	View here

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

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.