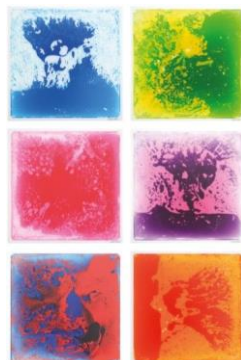


Jump Start Nursery

EYPP focus: using EYPP funding to support a looked after child



Identifying needs:

The focus of this case study was a looked after child. A very high need for PSED support was identified, with a focus on the child's emotional wellbeing. The child's needs and priorities were identified with multi-agency involvement including social workers and foster carers. The actions and the effectiveness of the interventions were logged as part of an Early Years Personal Education Plan (EY PEP).

Planning the EYPP spending

Carefully identified resources were bought to support the child's wellbeing, emotional awareness and development. These were:

- a large, very tactile teddybear for sole use by the child, to encourage expressions of emotion. This was then given to him on transition to school.
- tactile floor tiles to support emotional expression and wellbeing and physical play. These tiles could withstand heavy usage. They remain in the setting and are well used by a range of children.
<http://www.makessensetoys.co.uk/fascination-gel-filled-sensory-panels-13-or-6pk-7-p.asp>
- ICT-based speech and language resources to support verbal communication as recommended by speech and language therapists, including Talking Turtles: <https://ttsgroupsupport.com/products/talking-turtles>

Monitoring and assessing effectiveness of strategies

The resources had a positive impact on the child's wellbeing, although the needs of the child remained very high on transition to school. The impact was identified through the nursery's ongoing assessment and observation system,

linked to the EYFS and to the child's Early Years Personal Education Plan (EY PEP).

Further details and information:

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<http://www.brighton-hove.gov.uk/content/children-and-education/childcare-and-family-support/jump-start-nursery-0>