



## Child Admissions Policy

*'Every child deserves the best possible start in life and the support that enables them to fulfil their potential.'*

(Statutory Framework for the EYFS, 2017, p.5)

It is our intention to ensure that Caterpillar Pre-School is accessible to children and families from the local community and surrounding areas. To appeal to local families we advertise within the local community including the library, children's centre and local primary school. All children regardless of their nationality, cultural background, ability, health or social class will be welcomed into the setting; along with their families, parents and carers.

We want children to feel safe and happy in the absence of their parents, to recognise adults in the pre-school as sources of security, and to be able to share with their parents their learning experiences enjoyed in the pre-school. Children cannot play or learn successfully if they are anxious and unhappy. Our settling procedures aim to help parents to help their children to feel comfortable in the pre-school, to benefit from what it has to offer, and to be confident that their parents will return at the end of the session.

### Enrolment

- In order to accomplish a welcoming environment for all, we will ensure that prospective parents/carers are made aware that they are invited to view the setting before they commit to enrolling their child into the setting.
- Ensure that prospective parents/carers are made aware of how to access our policies online, or given hard copies if preferred.
- In order to accomplish a fair admissions process we will be flexible about attendance patterns and sessions allocated (subject to availability), so as to accommodate the needs of individual children and families.
- We will take into consideration when the Enquiry and Registration Forms are received, along with a deposit to secure a place. We will work on a 'first come first serve' basis.
- When a child is registered to the setting, parents/cares must inform us of any previous settings attended, and we will contact them.

### EYEE Funding and Early Years Pupil Premium (EYPP):

- Children accessing 2 Year Funding or 3/4 Year Universal EYEE Funding will not be required to pay a top-up fee, or forced to commit to additional hours over

their 15 hours of entitlement, unless they wish to do so. This also stands for any children who are entitled to 30 hours of funding.

- Parents of funded children will be required to pay a £20 deposit to secure their child's sessions, which will be returned in full during the term in which the child begins their time in the setting. A registration fee will not be charged for fully funded children. This also stands for any children who are entitled to 30 hours of funding.
- If a child is no longer eligible to access 30 hours of funded childcare, the grace period informed to us by East Sussex County Council (ESCC) will be followed.
- We will work closely with the parents/carers to consider the child's wellbeing if the free entitlement is split across different providers.
- All families will be encouraged to apply for EYPP when their child begins to access 3/4 Year Universal EYEE Funding.
- Written consent (via the ESCC parental agreement document) will be provided by the parent to allow us to receive confirmation and notification of the validity of 30 hour eligibility codes.
- This document will also give consent for application for EYPP and Disability Access Fund (DAF).

### **Settling In**

- Flexible settling in procedures will be used to meet the needs of individual families and children. This will always be arranged when the child's key person is freely available.
- We will offer a minimum of two 1.5 hour settling in sessions for each child/family for them to spend time with their key person in the setting in order for initial relationships to be formed.
- During the first session both the child and parent will be invited into the setting. The child's Red Book or equivalent will be requested at this session, and ideally it will be brought along to the second session.
- During the second session, if appropriate for the child, the parent/carer will be encouraged to leave the setting to ensure their child begins to recognise that their parent/carer will be leaving and returning. It will usually be appropriate for parents/carers to separate from their children for brief periods at first, gradually building up to longer absences.
- Further settling in sessions will be arranged if needed, with the best interests of the child in mind.
- It will be made clear to families from the outset that they will be supported in the pre-school for as long as it takes for their child to settle.
- Parents whose children take time settling into the pre-school will be reassured, and new strategies suggested, in line with the needs of the child.
- New children and families will be introduced into the group on a staggered basis, for example, two new children a day for a week rather than ten new children all at once.
- When new children have their first session at pre-school, their key person or buddy will always be available.

We also recognise that children and families will often feel more comfortable meeting their child's key person for the first time in their own home, where staffing and ratio levels allow. One home visit will be arranged (with parental consent) for each child prior to the settling in process stated above. Families are not obliged to agree to a home visit, although it is encouraged for the child's best interests and wellbeing.

### **Home Visits**

- Each child's key person will be accompanied by their buddy (where possible) during a home visit.
- If the keyperson's buddy is unavailable, they will be accompanied by another member of staff.
- Each home visit will last for approximately 45 minutes.
- During this time, the pre-school 'Welcome Pack' will be explained and relevant information gathered. Typically, the second member of staff will aim to do this whilst the keyperson begins to develop a relationship with the child through play.
- Under no circumstances will either practitioner be left alone with the child.
- Following the home visit, the settling in process stated above will commence.

- See Equalities Act 2010
- See Statutory Framework for the Early Years Foundation Stage (EYFS) (March 2017)
- See Model Agreement: Early years provision free of charge and free childcare (March 2017)