

Howe Dell Day Care

Admissions Policy

Policy written: August 2007

Reviewed: May 2024

Next Review: May 2026

Aim

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair, and clearly communicated procedures.

We believe that children benefit most from early year's education and care when parents and settings work together in partnership.

Through our inclusive setting, we make adaptations to our curriculum to ensure children with special educational needs and disabilities are fully participating in their learning.

Parents (The term 'parent' implies any person or body with parental responsibility such as foster parent or carer)

Procedure/ Induction

All parents / carers are offered a tour with a member of the Day Care Team, including Manager, Deputy Manager, Assistant Deputy, Room Leaders.

Parents Consultation, family events and Learning Journals Tapestry aid communication with parents and track progress. These are shared with parents. Further activity-based events encourage families of all generations to get involved.

We ensure that information about our setting is accessible for all. In written and spoken form and, where appropriate provided in different community languages and in other formats on request.

Parents/carers are warmly welcomed in our setting, and they are greeted appropriately. We make adjustments to ensure that all parents are able to access the provision. We make every effort to accommodate parents who have a disability or impairment.

We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.

Parents are informed on how the setting implement its policies and procedures, through access to written information, including our Safeguarding Children and Child Protection policy, undertaking our responsibilities under the Prevent Duty, and through regular informal communication. Staff check with parents/carers that they understand the information provided.

Information about families is kept confidentially within our setting and kept within a locked area. Parents are informed of a privacy notice that details how and why we process your personal information. The exception to this is where there is cause to believe that a child may be suffering,

or is likely to suffer, significant harm, or where there are concerns regarding child's development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child. Reference is made to our Information Sharing Policy on seeking consent for disclosure.

We seek specific parental consent to administer medication, take a child for emergency treatment, take a child on an outing, and take photographs for the purposes of record keeping.

We seek parents/carers' views regarding changes in the delivery of our service. We welcome the contributions of parents/carers. We encourage parents to become involved in the social and cultural life of the setting and actively contribute to it.

As far as possible, our service is provided flexibly to meet the needs of all parents/carers and children.

We provide sufficient opportunity for parents to share necessary information with staff. This is recorded and stored safely to protect confidentiality.

Where applicable, Inclusion Lead, Room Leaders and Key Workers work with parents to carry out an agreed plan to support special educational needs. Please refer to the SEN policy.

We provide opportunities for parents to contribute their own skills, knowledge, and interests to the activities of the setting.

We support families to be involved in activities that promote their own learning and well-being, informing parents about relevant courses, workshops, and training.

We inform all parents/carers of the systems for registering queries, complaints, or suggestions. All parents/carers have access to our written complaints' procedure, which is on our website and display. Please refer to our complaints policy.

We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, and how parents / carers can work on this at home. Transition forms are used as children transfer from Babies to Toddlers to Pre School and Nursery/Schools.

Meetings across all the Early Years Providers ensures good communication between colleagues and parents.

Booking Information

The first instance a booking form will be completed and returned to the Day Care office. If a place is not available, your child then be allocated to our waiting list.

When completing a booking form, parent is asked to include a date that you wish your child to start. We cannot guarantee that we will be able to offer your child a place to coincide with your start date, places are subject to availability. In the event that you decide to postpone the agreed start date of your child's place, we will withdraw the current offer of a place, your child's name will be re-entered

on our waiting list. If you wish to withdraw your place after you have accepted your offer, the administration fee will not be refunded.

Waiting list

On making an enquiry about a place at the setting, a parent is informed if there is not currently a space, and their child will be added to the waiting list.

If the parent declines their place, it will be offered to the next person on the list. Changes made to their child start day may jeopardise their place. Placing them back on the waiting list again.

When a place has been offered, a registration form and contract must be completed and signed before a child can start at the setting. Please refer to the Fees policy.

Waiting list criteria:

- ✚ Howe Dell School and Day Care employees are given priority of space available.
- ✚ We arrange our waiting list in chronological order from the date the application is received. In addition, our policy may consider:
 - ✚ whether any siblings already attend the setting.
 - ✚ the length of time on the waiting list.
- ✚ Children who have not been offered a place within the allocated room, will be inserted to their next allocated room by date when we have received booking form.
- ✚ Capacity of the setting to meet the individual needs of the child.

Settling in Fee

Parents will be asked to pay their settling in fee when a place has been offered and accepted, this is non-refundable, this is supporting three settling in sessions before their start date. This is in addition to fees.

There is no settling in fee for children who are accessing supported 2yr funding.

Acceptance of a place will be deemed as acceptance by parents of our terms and conditions. Failure to comply with the setting policies may result in a place being withdrawn.

Sessions

We offer a full day session 8am-6pm, half day sessions 8am-1.00pm and 1pm-6pm.

We offer a minimal of 2 full days, 4 morning sessions or 4 afternoon sessions.

Settling in sessions

To aid the transition between home and Day Care we require all new starters to attend three settling in sessions. This will include a first initial visit for both parent and child to meet their Room Leader and Key worker. You will be requested to complete your child's registration form. This form must be completed before your child can be left for their second visit. Subsequent two more sessions for your child, during these visits you will leave your child with us for one hour and return after one hour. The settling in procedure is adaptable to each child's individual needs.

Learning Journals

Tapestry learning journals are introduced in our Baby room or initiated at the stage in which an admission begins in Day Care. The Learning Journal transition through to child's School Nursery/Reception learning environments. Transfer of information is implemented to other Early Years Providers who are accessing Tapestry.

Failure to comply with the terms and conditions may ultimately result in the provision of a place being withdrawn