



# Admissions policy and procedure

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## Reviewed

30/03/2020 J Lindow

15/02/2020 J Wilson



## Basis of policy

This policy draws upon the “The EYFS Statutory guidance 2017” following statutory guidance and legislation.

1.6. Practitioners must consider the individual needs, interests, and stage of development of each child in their care and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

1.7. When assessing communication, language and literacy skills, practitioners must assess children’s skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child’s skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

1.10. Each child must be assigned a key person<sup>7</sup> (also a safeguarding and welfare requirement - see paragraph 3.27). Providers must inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting. The key person must help ensure that every child’s learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child’s development at home. They should also help families engage with more specialist support if appropriate.

3.27. Each child must be assigned a key person. Their role is to help ensure that every child’s care is tailored to meet their individual needs (in accordance with paragraph 1.10), to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

3.72. Providers must record the following information for each child in their care: full name; date of birth; name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers.

2.5. Practitioners should encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor and the staff of any new provision the child may transfer to. Practitioners must agree with parents and/or carers when will be the most useful point to provide a summary. Where possible, the progress check and the Healthy Child Programme health and development review at age two (when health visitors gather information on a child’s health and development) should inform each other and support integrated working. This will allow health and education professionals to identify strengths as well as any developmental delay and any particular support from which they think the child/family might benefit. Providers must have the consent of parents and/or carers to share information directly with other relevant professionals.

3.4. Providers must be alert to any issues of concern in the child’s life at home or elsewhere.

Jenna Lindow is the named waiting List keeper for Lilly Brook Childcare LTD



## Applying for a space

In order to apply for a space at Lilly Brook Pre School you will need to have completed the following:

- A signed Funding form or parent portal application when available
- Given us a copy of your child's birth certificate (Long Version)
- Complete application form
- Paid £25 non-refundable registration fee to secure space (value subject to change)
- Provided us with a copy of any disability living allowance award if applicable.
- Provided us with any medical letters for any needs your child may need support with.
- Name of previous early years setting and details for contact
- Any previous developmental reports or professional reports if applicable
- Email your current provider and cc in [lillybrookchildcare@outlook.com](mailto:lillybrookchildcare@outlook.com) with your notice to either share funded hours or finish at the other setting to show your notice has been given. This is for funding purposes. You should also contemplate giving permission for both to communicate to ensure a smooth transition.

## Confirmation of Space / Waiting List

Spaces are confirmed by the manager Jenna Lindow once the admin team have checked the availability.

If you are awaiting a space and on our waiting list you will be contacted by a member of the team each term to see if you still wish to remain on the waiting list.

You will be contacted the term before you are due to start in order to arrange settling in sessions.

## Home Visit

We endeavour to complete a home visit with all our new starts before they officially start with us. This could be as a zoom video call during COVID times to discuss developmental achievements, hobbies or clubs and interests ect..

Home visits are usually completed by a member of the senior management team and or keyworker. The transition to pre school is very important and we endeavour to support both parents and children through the process.

During the home visit we complete:

- An all about me form.
- A short activity with your child or observation in play as part of the 6 week settling in programme.
- A short questionnaire with parents to ascertain what support may be needed, what stage of development a child is at and what we as a setting can do to support the transition process.
- If a parent feels a child may be very nervous about starting at pre-school, then we can organise a more tailored home visit to allow a more detailed settling plan to be prepared.



## Settling in Sessions

Settling in sessions are booked at the home visit as part of a transition agreement between parents/guardians and the setting.

Settling in sessions are bespoke and designed to each child's needs.

## Keyworker Allocation

We have two keyworker groups at Lilly Brook Bickley. You will either be in the ladybirds or the butterflies' group.

You will have a team of (usually two) staff members who will work closely with your child each week to develop a bond and support learning during their time with us at the setting. The keyworker will signpost support if needed, write termly reports and help provide activity ideas for when you're at home to support learning and play.

## Opening hours and sessions

If you have an "I am 2" funding for two-year olds or universal funding 15 hours or 30 hours funding or wish to self-fund a place, we have a range of options available.

We are open 08:30 to 16:30

Range of sessions available
08:30 to 09:30 - Includes breakfast
09:30 to 12:30 – includes a light snack with milk or water
12:30 to 13:30 – lunchbox to be provided for lunch
12:30 to 15:30 - lunchbox to be provided by parents for lunch, a light snack
15:30 to 16:30 – extended day

**We do not offer afternoon only sessions.**

## 15 hours / 30 hours offer

We provide a free and free only **15 hours** provision between 09.30-12.30 Monday to Friday term time only. (38 weeks of the year) for eligible 2 and 3 year olds.

We provide a free and free only **30 hours** provision between 09.30-15.30 Monday to Friday term time only (38 weeks of the year)

If you are eligible for funding it is fully funded - no cost to you.

If you choose to add on a breakfast session (08.30-09.30) or pm session (15:30-16:30) then you will need to pay for this time. You will be invoiced the hourly rate a month in advance.

## Uniform

Uniform is optional not all children have uniform although it does keep your children from destroying their own clothes.

We do not accept responsibility for clothes getting ruined at pre school. We have arts and crafts available daily and all children have access to outside area no matter what the weather.



Uniform can be ordered through our application form.

The Pre-school prefers to admit children for a minimum of 2 terms before they reach school age, due to our commitment to supporting quality transitions and long term outcomes whilst fostering home pre school relationships to work together in the best interests of the child.

## **ADMISSION CRITERIA**

Our waiting list PRIORITY order is

1. In Care and children under safeguarding arrangements.
2. CATCHMENT AREA – Children living within walking distance of the setting.
3. SIBLINGS - If a sibling attends or has attended at the Pre-School within the last 3 years
4. AGE – Children are admitted in order of age. 2 year olds are given priority based on spaces available.
5. DATE OF APPLICATION – Application is a one off £25 registration fee received along with fully completed application form. This is non refundable.
6. CHILD'S NEEDS – If a child has recognised medical, physical, social, Educational or learning difficulties. Appropriate evidence, including a report or letter for a suitable professional is required, and providing acceptable staffing can be arranged. Risk assessment must be complete before commencement to ensure that all needs are met and staff have appropriate training where required. We require parents to be as open as possible in regards to their child's journey before joining us in order for us to put in place a support package and tailor any further actions or referrals needed to support.
7. RECOMMENDATION OF SUPERVISOR – The supervisor may make a recommendation to the management committee that a child warrants admission as a priority.
8. We will place you on the waiting list according to the date and time you have provided all required documents.

## **Absence from Pre School**

Each day parents are required to submit an absence reporting form to detail why their child is not present. Failure to do this will result in a mark of unauthorised absence.

The absence monitor will call parents daily and record contact.



Parents are expected to provide the setting with proof of absence form doctors in the form of an appointment card or letter.

Parents will be sent an email at the end of each week to remind them of the need to stay in touch and that exceeding 21 missed sessions for a term which is equal to three weeks may result in parents/guardian being invoiced for the duration of that three weeks. This is subject to reporting guidelines being met and communication with reasons for absence.

If a child does not attend the Pre-School for a period of 3 consecutive weeks, and the Supervisor or management committee are not made aware of the reason, the Supervisor and/or the Admissions Officer may offer that child's place to another child.

## **Fees**

- Changes to hours should be made 4 weeks in advance where possible to avoid incurring extra fees.
- We require four weeks' notice period in writing if leaving the setting. Fees are due during the notice period.
- Full fees are payable irrespective of days missed by your child through illness, holidays or any other reason, including public and bank holidays as the place is reserved and cannot be used by another child.
- The months fees are payable in advance and are due within 5 days of the invoice.
- We reserve the right to charge for costs and expenses incurred in recovering late payments, and to charge interest on overdue amounts at the rate of 5% per month.
- For dishonoured cheques/payments a charge of £25 per occasion will be applied.

## **APPEALS AND REVIEW PROCEDURE**

Parents of children who are unhappy with an admission or allocation decision may request a review and/or an appeal.

### **Review**

The parent(s) concerned may request a review in writing within 7 days of an admission or allocation decision.

The Admissions Officer Jenna Lindow will conduct a review within 7 days of receiving a request by arranging a meeting with the parent(s) concerned. The Admissions Officer will inform the parent(s) concerned and Timothy Wilson the lead Director of the review decision on writing.

### **Appeal**

The parent(s) concerned may request an appeal by writing to the chairperson of the management committee. Timothy Wilson at [lillybrookchildcare@outlook.com](mailto:lillybrookchildcare@outlook.com).

The chairperson will convene a meeting of a panel of the senior management team and the parent(s) concerned within 14 days.

Tim Wilson will inform the parent(s) concerned of the appeal decision in writing.