



Admissions and Settling In Policy

Statement of intent

It is our intention to make our setting accessible to children from 2 years until the start of the academic year during which they will turn 5 years of age. We welcome children and families from all sections of the local community.

Aim

We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

Methods

In order to achieve this aim, we operate the following admissions policy:

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- We ensure that information about our setting is accessible, in written and spoken form, and if required, in more than one language. Where necessary we will try to provide information in Braille, or through signing or an interpreter.
- We arrange our waiting list in birth order. In addition our policy may take into account the following:
 - The vicinity of the home to the setting; and
 - Siblings already attending the setting
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission. Additionally, we reserve four places per session for “Free For 2” children.
- We describe our setting and its practices in terms that make it clear that it welcomes fathers, mothers, other relations and other carers, including childminders.
- We need parents/carers to bring in the child's birth certificate on admission which we need to photocopy for parental information and for nursery funding purposes.
- We describe our setting and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the setting as per our equality and diversity policy.
- We record the gender and ethnic background of children joining the setting.

- We make our equality and diversity policy widely known via our website and upon enrolment.
- We consult with families via questionnaires about the opening times of the setting to try to ensure we accommodate a broad range of family needs.
- We are flexible about attendance patterns to accommodate the needs of the individual children and families.

Settling In

Statement of intent

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well being and their role as active partners with the setting.

Aim

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

Methods

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information on our website and individual meetings with parents when requested.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting. We offer two hours (free of charge), taken at mutually convenient times to the parents and the Pre-school.
- A key person is allocated to each child and his/her family. The key person is responsible for the child's learning journals etc. and liaises with his/her parents/carers.
- We may offer a home visit by the person who will be the child's key person, to ensure all relevant information about the child can be made known.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person or another adult within the setting; for example the child looks for the key

person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.

- When parents leave, we encourage them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left, so we expect that the parent will honour the commitment to stay for at least the first week.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from setting.
- If a child finds it distressing to be left then we will ask the parent/carer to remain at the setting for a longer period of time until the child is settled and happy.

This policy was reviewed in July 2016.

Signed on behalf of Committee

Role of Signatory
