

Admissions and Settling-in Policy

Policy Statement: At the Childrens Learning Centre, we strive to ensure our setting is accessible to all. We strive to make sure that every child experiences a smooth, supportive transition into our care. Recognising each child's uniqueness. Our policy details our admission procedures, required information, settling-in approach, and the methods we use to help children comfortably adjust to their new environment.

Procedures:

- Parents/guardians receive information about our services, fees, availability, and EYFS curriculum upon enquiry and through our website.
- We ensure information about our setting is accessible, using plain English, in written and spoken form and, where appropriate, we can seek support to communicate in a different language and in other formats on request.
- Our setting and its practices operate in a way that encourages positive regard for and understanding of differences and ability- whether gender, family structure, class, background, religion, ethnicity or spoken English.
- Our setting and its practices are welcoming and make it clear that fathers, mothers, other relations and carers are all welcome.
- We support children and/or parents with disabilities to take full part in all activities within our setting where practical.
- We widely promote Valuing Diversity and Promoting Equality.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing we have the space and that these do not disrupt the pattern of continuity in the setting that provides stability for the children.

Registration Process:

- Completion of a detailed registration form by parents, capturing child's essential details, emergency contacts, medical information, dietary requirements, allergies, and individual needs or circumstances.
- Completed registration form will be added to our waiting list until a place is confirmed via a contract and a returnable (subject to conditions set out in contract) deposit paid.
- Return of a registration form alone will not mean an automatic place for a child at our setting.
- We arrange our waiting list in date of receipt order and birth order of application received. In addition, our policy may consider:
 - the age of the child at the time
 - the length of time on the waiting list
 - whether any siblings already attend the setting
 - the capacity of the setting to meet the individual needs of the child.
- Applications are considered for places 4 weeks before the beginning of each maintained school term and are allocated according to wishes where possible, beginning with the earliest application and any siblings on our waiting list at the time.
- Places offered are fixed for each maintained school term and are re-allocated for each new term based on rotating the most in demand sessions and times among the attending children.
- Parents wishing for a more permanent arrangement, are able to book confirmed places up to one year in advance for the entire duration of the child's life at nursery for a payment of an annual fee. Parents will be asked to confirm this on their contract and the fee will be calculated on their invoice.
- Failure to comply with the terms and conditions may ultimately result in the provision of a place being withdrawn.

- We offer funded places in accordance with the code of practice for Hampshire County Council and any local conditions in place at the time.
- Once contracts are signed and returned along with the child's birth certificate, visits and start dates will be arranged.
- Collection of necessary documentation including child's birth certificate, immunisation records, and parental permissions in line with EYFS requirements and GDPR.

Settling-in Period:

- Emphasis on an individualised and gradual settling-in process that respects each child's emotional and developmental needs.
- Settling-in periods are collaboratively planned and tailored to the child and family's preferences, and nursery routines, allowing incremental adjustments to our setting.
- Essential information will be gathered about individual children during these visits, including any health, SEN, dietary, allergy requirements, religious and any personal preferences.
- Staff will work alongside parent's/guardians to gather developmental information in relation to the current EYFS learning and development requirements, with specific attention to the three prime areas of learning for the child's age.
- Any personal routines, such as sleep arrangements, nappy changing, toileting and mealtimes will be discussed in the first visit.
- Parents will be asked to give at least two other contact details to use in an emergency. We would also ask, with the individual's permission, to be supplied with photos and names of anyone expected to pick up their child from our setting.
- Consent forms will be explained and will need to be completed to comply with GDPR.

Holly room: Prior to starting in Holly a series of 3 settling-in sessions will be arranged. These are provided free to help to support a smooth transition into our care.

- The **first** will be arranged within a few weeks of a child starting with us and will need to be accompanied. This is a comprehensive visit, where information will be shared and the parent and child will meet their key person.
- The **second** will be arranged as a drop off, where the child will have a short visit on their own with us to help begin the important process of bonding with their key person and Holly staff.
- The **third** is another arranged drop off session in short succession to the second visit. These visits will be close to the child's agreed start date. Further visits will be arranged to help settle the child if needed. This will be arranged on an individual basis, according to the child's individual needs and emotional well-being at the time.

Mulberry Room: Prior to starting in Mulberry two settling-in sessions will be arranged.

- The **first** will be a paperwork visit and will need to be accompanied. The parent and child will be introduced to their key person and all essential forms, and information will be explained. This is an opportunity for the key person to begin the bonding process with the child.
- The **second** will be a suggested 'stay & play' visit, without a parent, but only if the child is ready. If not, it will need to be accompanied, however the focus will be on the key person continuing to establish a bond with the child. Further visits will be arranged according to the individual child's needs and emotional well-being at the time.

Willow Room: If a child is starting with us one year before starting school, we encourage **one longer visit**. The first part is accompanied and includes meeting the child's key person and all essential paperwork explained. Once complete the parent will be invited to leave and allow the child to continue the rest of that session. If the child is in anyway unsure, then further visits can be arranged to help meet the child's individual emotional needs and well-being at the time.

Redwood Afterschool Care: For parents wishing to make use of our collection from St James Primary School, we would ask that they arrange to visit during an after-school session one evening with their child. Meet the staff members who collect and observe the routine before starting. If the parents would wish, they can also accompany the staff on a walk back from school collection, allowing them to see the route used and procedure followed.

Please note that a parent does not have to follow this Redwood induction process if they are happy with the way we operate our after-school service.

Supporting the Settling-in Process across all rooms:

- Appointment of a designated key person who supports the child's emotional well-being, development, and fosters strong parent partnerships in compliance with EYFS guidelines.
- The key person engages proactively with families, obtaining detailed information about routines, preferences, and comfort strategies specific to the child.
- Provision of familiar items or comfort objects from home to ease transition and enhance the child's sense of security and belonging.

- **Any child moving through the nursery** will have comprehensive visits up to the next room with their key person during their normal nursery session. All information is passed on to the next room and new updated forms are completed.
- Parents will be informed of these visits and given opportunity to meet the staff.
- We will keep parents informed of the next step of their child's nursery life with us through letters/emails discussions and parent's evenings.

Communication with Parents:

- Maintain consistent, transparent, and proactive communication throughout the settling-in period, respecting parents' preferences wherever possible on methods (face-to-face, phone, and emails).
- Regularly update parents on their child's adjustment, emotional state, participation, and development milestones in line with EYFS standards.
- Regular evaluation of settling-in procedures informed by parental feedback, staff observations, and children's emotional responses.
- Adapt practices to ensure continuous improvement, reflecting best practice guidelines set out in EYFS.

Transition Support:

- Offer resources and structured activities to facilitate smooth transitions, providing continuity between home and the setting.
- Ensure availability of calm and quiet spaces where children can retreat if feeling overwhelmed, with emphasis on emotional well-being.

Inclusion and Diversity:

- Adhere to EYFS standards promoting equality, inclusion, and diversity, ensuring each child's background, culture, and individuality are respected and celebrated.

