



Testwood Baptist Church Pre-school

ADMISSIONS POLICY

Please see also: Equal Opportunities Safeguarding and SEND

Policy Statement

It is our intention to make Testwood Baptist Church Pre-school genuinely accessible to children and families from all sections of the local community. In order to accomplish this, we will aim to do the following:

- We ensure that the existence of the Pre-school is widely known in all communities.
- We ensure that information about the setting is accessible, using simple plain English, in written and spoken form and, where appropriate, provided in different community languages and in other formats on request.
- We arrange our waiting list in order of date registered and admin fee paid. We also take into account the capacity of the setting to meet the child's needs.
- We offer funded places in accordance with the Code of Practice for Hampshire Local Authority.
- We keep a place vacant, if this is financially viable, in order to accommodate emergency admissions.
- We describe the Pre-school and its practices in terms which make it clear that it welcomes both fathers and mothers, other relations and other carers, and people from all cultural, ethnic, religious and social groups, with and without disabilities.
- We monitor the needs and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.
- We make our Equal Opportunities policy readily available on request.
- We will look at a child's needs before offering sessions. If it is felt that we cannot meet the child's needs at this time, we will work out an action plan together with any outside agencies involved with the child and also with the area Special Needs Coordinator.
- Failure to comply with the terms and conditions may ultimately result in the provision of a place being withdrawn.
- We will endeavour to provide all funded children with their 15 hours or five sessions, however when numbers are high it will not be possible to provide additional hours or sessions.

We actively promote inclusion, equality of opportunity, the valuing of diversity and British Values.

Social and emotional development is shaped by early experiences and relationships. The EYFS supports children's earliest skills so that they can become social citizens in an age appropriate way, that is, so that they are able to listen to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people and understand the consequences of hurtful/discriminatory behaviour.

These values are taught through the prime areas of Personal, Social and Emotional Development and Understanding the World.

British Values

The fundamental British Values are democracy, rule of law, individual liberty and mutual respect and tolerance.

Democracy (or making decisions together)

- Practitioners will encourage self-confidence and self-awareness, they will encourage children to value each other's views and values, to know their views count and allow children to talk about their feelings.
- Practitioners will support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Ofsted Registration No : 109825 / PLA No : 33231

Rule of Law (or understanding that rules matter)

- Practitioners will ensure that children understand their own and others' behaviour and its consequences.
- Children will be encouraged to understand and follow the pre-school's rules and codes of behaviour, for example, how to tidy up and be shown that these rules apply to everyone.

Individual Liberty (or freedom for all)

- Staff will provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.
- The pre-school will encourage a range of experiences that allow children to understand feelings, reflect on their differences and express opinions.

Mutual Respect and tolerance (or treating others as you want to be treated)

- Children should acquire tolerance, appreciation and respect for their own and other cultures. They should know about similarities and differences between themselves and others.
- Practitioners will encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Practitioners should promote diverse attitudes and challenge stereotypes.

Parental Involvement

We believe that children benefit most from early years education and care when parents and settings work together in partnership. Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of our setting.

We aim to:

- Ensure parents are made to feel welcome and are greeted appropriately.
- Give opportunities for all parents and carers to be included.
- Make every effort to accommodate parents who have a disability or impairment.
- Consult with all parents to find out what works best for them and their child.
- Inform all parents about how the setting is run and its policies through access to written information and through regular informal communication, checking to ensure parents understand the information given to them.
- Keep information about a child and his or her family confidential within our setting, unless information needs to be shared with another agency due to concerns for the child (see separate Safeguarding and Confidentiality policies). We provide a Privacy Notice with details of how we process personal information.
- Seek specific parental consent to administer medicine, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping. What we expect of parents is made clear during the admissions process.
- Make clear how parents can participate in the settling in of their child at pre-school (see *Settling In*)
- Seek parents' views regarding changes in the delivery of our service through the collection of feedback.
- Provide the role of parent representative on the management team to encourage parent involvement in the decision-making processes of the pre-school.
- As far as possible, our service is flexible to the needs of the parents without compromising the needs of the child.
- Ensure that parents are given information on a regular basis about their child's progress and have an opportunity to discuss it with staff and share any concerns.
- Where applicable, work with parents to carry out an agreed plan to support special educational needs.
- Where applicable, work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- Ensure that all parents have opportunities to contribute from their own skills, knowledge and interests to the activities of the group.
- Make known to all parents the systems for registering queries, complaints or suggestions.

- Ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families to include provision of information in another language if required.
- Provide access for parents to look at their child's Tapestry journals and contribute to them.
- Provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning in the setting and at home. There are opportunities for parents to take an active role in supporting their child's learning in the setting, through helping out or taking part in activities with their child.

Fees – See Appendix A

To be fair and reasonable for all families. To offer accessible, good quality Pre-school education to the local community. To ensure the running of the Pre-school is financially viable.

Late collection of children (Please also refer to 'Emergency Situation policy)

The safety and well-being of the children in our care is paramount. Please advise us at the earliest convenience if you are going to be late. Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.

If a child is collected late 2 members of staff will have had to supervise them. Therefore, if a parent has an 'unarranged' late collection of more than 15 minutes this will incur a fee of £10. Depending on the length of lateness, we will also additionally charge our hourly rate. This will not be counted as part of their funded hours but will be charged as a 'top-up'.

Termination of the contract

Testwood Baptist Church Pre-school reserves the right to terminate the contract without notice in the event of non-payment of fees following the non-payment procedure. At all other times one months' notice in writing will be given.

If you wish to terminate your contract with Testwood Baptist Church Pre-school, 4 weeks' notice in writing is required.

Home Visits – See Appendix B

We aim to provide an opportunity for all new starters and their families to meet their Key carer and a Pre-school Leader in their own home prior to the child starting at the setting. At Testwood Baptist Church Pre-school we understand that a child's home is their personal space where they feel safe, secure and content. An alternative venue is the hub/crèche. Health and safety considerations are always followed to allow safe working.

Settling In – See Appendix C

We want children to feel safe and happy in the absence of their parents/carers, to recognise other adults as a source of authority, help and friendship and to be able to share with their parents/carers afterwards the new learning experiences enjoyed in the pre-school. We also want parents/carers to feel welcome and involved from the beginning.

Prevent Duty

The Pre-school recognises that as an early years provider we have a duty *"to have due regard to the need to prevent people being drawn into terrorism"* (Counter-Terrorism and Security Act 2015). We also recognise the requirements to ensure children are protected from radicalisation by those wishing to unduly or illegally influence them.

Legal Framework

Counter-Terrorism and Security Act 2015

Further Guidance

Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011), Fundamental British Values in the Early Years (Foundation Years 2015), Prevent Duty Guidance: for England and Wales (HMG 2015), The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

Agreed by Pre-school Management Team:

Signed : Sandra Andrews

Date : 6th Jan 2025

Review Date : Autumn 2026

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APPENDIX A

Fees

We recognise that the cost of registered childcare may seem expensive to a parent/carer. However, providing a high quality, safe and stimulating service for children is expensive and to ensure the continued high standards and sustainability of the service we must ask that parents/carers respect our policy in respect to fees.

The level of fees will be reviewed annually by the Testwood Baptist Church Pre-school management team in light of the settings financial position, its future strategic plans and any other broader economic or social considerations deemed relevant. We reserve the right to alter fees at any time with one month's notice.

Sessions run from Monday to Friday, term time only.

Early Start: 8:30am – 8.45am

Pre-school Sessions: Morning 8.45am - 11:45am and Afternoon 12:30pm – 3.30pm

Lunch club: 11:45am – 12:30pm

This includes flexible drop off from 8.45am to 9.15am and flexible pick up from 3pm to 3.30pm.

Individual hourly rate

Pre-School Session - £6 per hour for 3 year olds. £6.25 for 2 year olds.

All hours must be paid for.

£1 - £3 Summer / Christmas party small voluntary entertainment charge

Sickness

If a child is absent due to sickness or other reasons the fee will remain in place as staff are still employed. In the case of continuing illness please speak to the Pre-School Manager as fees for such absences are at the discretion of the Pre-school.

Holidays

The Pre-school is currently closed on all Bank Holidays thus no fee is collected for these days. Children's holiday days will be charged, and are not transferable.

Inset days (approx. 5 per year) are not charged as the setting is closed.

Payment of fees

Fees for children under three, and extra hours for funded children, will be calculated on a termly basis. Invoices are sent out at the beginning of each term for the current term and should be paid by the due date which will normally be 2 weeks before the end of term.

Towards the end of each year parents/carers will be asked to complete a session update form.

Our preferred option for the payment of fees is with online banking or childcare vouchers (through the employer). Bank details are provided on the invoice.

Alternatively, cash or cheques should be placed in an envelope clearly marked with the child's name and amount enclosed and then the envelope should be given to a member of staff. These envelopes will be placed in a folder in a locked filing cabinet for the Administrator. Cheques should be made payable to 'Testwood Baptist Pre-school' and will be paid into the bank weekly. A receipt for fees paid will be placed in your child's book bag. All fees received go towards the day to day running costs of the Pre-school.

Late payment of fees

Fees should be paid within 14 days of the payment date given on the bill.

Please inform the Treasurer if there is a problem paying by the due date as non-payment of fees may **incur** an additional late payment fee of £2.50 a week.

A second invoice will be sent when fees are two weeks late. This will be followed up with a verbal reminder from the Pre-school committee 14 days later. If payment is still not received within 7 days, then the Pre-school retain the right to reallocate the child's place and to make arrangements for payment of any fees owing. A child receiving Early Years Education Funding may remain at Pre-school for their funded hours only, no additional hours will be allowed.

Should a problem arise concerning payment of fees parents should speak to the Pre-school Leaders as soon as possible to enable the Pre-school to come to an agreement regarding payment. Confidentially will be assured.

Early Years Education Funding (EYE)

Testwood Baptist Church Pre-school are in receipt of EYE Funding. This is available the term following your child's third birthday (second birthday for two year old funding). EYE will fund 15 hours per week. Working parents may be eligible for up to 30 hours funding per week. To access this funding, you need to complete a EYE registration form and provide a copy of your child's birth certificate or passport. For more information on EYE funding please come in and ask us or visit <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/childcare/providers/eye-eynff/eye-funding>.

All fees charged relate to hours or weeks not funded by EYE funding.

Top up fees for additional hours will be charged at the hourly rate.

Working Tax Credit

If you receive Working Tax Credit you may be able to get help towards the cost of childcare. For further details contact the tax credits helpline on 0845 300 3900 or visit the HM revenue & customs (HMRC) website (www.hmrc.gov.uk/taxcredits). We also accept employee vouchers.

Changes to sessions attended

If a child is to leave our setting before moving on to school, or to reduce the number of sessions attended, parents must give at least two weeks' notice of the leaving date in writing. Fees will be payable until that date.

If parents wish to alter their sessions on short notice this may incur an admin fee of £10 per time to cover staff time and paperwork.

APPENDIX B

Home Visits

The purpose of a home visit is to help the child, family and Key carer to get to know each other in the home environment. Home visits are optional and in addition to our settling in policy. A home visit will last around half an hour and there will be a minimum of two staff in attendance.

On carrying out a home visit, staff will: -

- Respect and value all cultures, religions and beliefs.
- Ensure that the family feels happy and relaxed throughout the visit.
- Record names, addresses and telephone numbers.

To ensure staff safety: -

- Before going on home visits, details of time and name will be recorded in the diary.
- Name, address and contact details for the family being visited will be left at Pre-school.
- Before entering any property, the attending members of staff will contact the office Administrator or another staff member to confirm that they are attending the property and again once they leave to confirm they have left and are all finished. This will be agreed with the office Administrator/Other member of staff prior to the visit.
- If there is any reason for the staff to feel concerned about entering the premises, they should not do so.
- In the event of an emergency or should staff attending require assistance they will contact the office Administrator or another staff member with an agreed code word, who will then contact a senior member of staff and alert the police if necessary.
- If staff do not return from the home visit at the designated time, the Pre-school will ring them to check their situation.

APPENDIX C

Settling In

In order to accomplish this, we aim to create a partnership with parents/carers in the following ways:

- By creating opportunities for the exchange of information, using among other resources a copy of the Pre-school's prospectus.
- By encouraging parents/carers to visit the Pre-school, to stay and play on two occasions with their children during the weeks before they start.
- We use these visits and possibly the first session to explain and complete the child's admission paperwork. This will include consent forms and signing to say they have read our Policies.
- Actively encouraging parents/carers to complete an All About Me booklet before their child starts Pre-school.
- By introducing flexible admission procedures, if appropriate, to meet the needs of individual families and children.
- By making clear to families from the outset that they will be welcome and supported in the Pre-school for as long as it takes to settle their child.
- By jointly deciding with the parent or carer, the best way to help their child settle into the session.
- By reassuring parents/carers whose children seem to be taking a long time settling in the Pre-school.
- Having an expectation that the parent or carer will stay with the child for their first settling-in visit and to allow time for the child to stay alone in the second visit but remaining on hand if needed.
- By assigning a key person to every child, who will be present during their settling-in sessions.
- Offering a Home Visit so that children and parents/carers begin to form a good relationship with key person. These will be carried out prior to the child starting at pre-school.

Children cannot play or learn successfully if they are anxious and unhappy. Our settling procedures aim to help parents/carers and children to feel comfortable in the Pre-school, and to ensure that children can benefit from what the group has to offer and feel confident that their parents/carers will return at the end of the session/day. We will judge a child to be settled when they have formed a relationship with their key person and are happy to see other children and join in with activities.

Role of the Key Person

- The key person will share information with the child's parents/carers on a regular basis and keep developmental records up to date, reflecting the full picture of the child in the setting.
- By ensuring plentiful opportunities for parents/carers to inform the Pre-school about their children's current achievements and interests with resources such as Tapestry.
- Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.

The progress check at age two

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance A Know How Guide: The EYFS progress check at age two.
- The progress check aims to review the child's development and ensures that parents/carers have a clear picture of their child's development.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by the setting to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parents/carers.
- The key person will plan activities to meet the child's needs within the setting and will support parents/carers to understand the child's needs in order to enhance their development at home.