

General Welfare Requirement: Organisation

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.



Organisation

4.1 Admissions and Attendance

Policy statement

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.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.3 The learning environment 3.4 The wider environment	

Procedures

- 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, where appropriate, in more than one language. Where necessary, we will try to provide information in Braille, or through British Sign Language. We will aim to provide translated written materials where language needs of families suggest this is required as well as access to an interpreter.
- We arrange our waiting list in birth order to ensure those who are moving onto school have the best opportunity to prepare for this through pre-school attendance. In addition, our policy may consider the following:
 - siblings already attending the setting.
 - the vicinity of the home to the setting; and
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.

- We describe our setting and its practices in terms that make it clear that it welcomes children from all social and family backgrounds, all faiths and all adult parents and carers, including childminders and nannies.
- We describe our setting and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, ethnicity or from English being a newly acquired additional language.
- 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.
- We monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.
- We make our Valuing Diversity and Promoting Equality Policy widely known.
- We periodically consult with families about the opening times of the setting, undertaking feasibility studies, with consideration for accommodating a broad range of family need.
- Whilst we understand that attendance is not a statutory requirement at pre-school, and therefore accept some flexibility, we understand that good attendance, sets good boundaries for the future. Where the LEA funds a place, it is our responsibility to pass on information to the LEA if there are long-term absence patterns. Please be aware that this could be a funded place, which could be passed onto another eligible child.
- If a child is absent from pre-school at short notice, eg due to illness, it is the responsibility of the parent or guardian to phone the pre-school setting by 9.30am on each occasion. If the absence is to be over a longer period, or is expected in advance, then we ask for written confirmation of the absence and the reason for the absence. If we do not have contact from a parent regarding the absence of their child, we may contact you to ask the reason for your child's absence. We keep records of reasons for absence and time of entry for late arrivals, and collections on our pre-school register.
- If we know a funded child will be absent for an extended period, we will notify the local authority to maintain their funded place for up to 6 weeks. If a child is absent for more than 2 weeks without contact from the parents, we will notify MASH (Multi-Agency Safeguarding) Team to ensure the safeguarding of the child.
- We maintain archived files of attendance registers until after the next Ofsted inspection after the child has left the setting. Any information about attendance patterns are passed onto the child's next setting.
- We allow new children to start at the beginning of a half term.

4.4 The role of the key person and settling-in

Policy statement

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key

person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

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.

We aim to make The Ark Pre-school 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.

The key person role is set out in the Welfare Requirements of the Early Years Foundation Stage. Each setting must offer a key person for each child.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

Procedures

- We allocate a key person before the child starts.
- The key person is responsible for the induction of the family and for settling the child into our setting.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- The key person encourages positive relationships between children in the pre-school, spending time with them as a group each day.
- We provide a 'buddy key person' so the child and the parents have a key contact in the absence of the child's key person.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

Settling-in

- 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), a booklet for each new child about activities available within the setting, and individual meetings with parents twice a year.
- Before a child is enrolled, we provide an opportunity for the child and his/her parents to visit the setting.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- 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.
- We have an expectation that the parent, carer or close relative, may stay for a while during the initial sessions to help their child settle in.
- Younger children may take longer to settle in, as may 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; 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 ask 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.
- 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 the setting.
- We reserve the right not to offer Fun in the Forest sessions to a child whose behaviour causes a safety issue.
- On days when we are trialling new sessions with children, a parent or carer must be available to collect from Wellington or The Ark if a child is not coping or co-operating with activities and this is causing a safety issue.
- If a child continues to cry consistently and is distressed at being left, we will advise parents on whether continuing with the sessions is right for them, and whether postponing sessions is in their best interest. Home situations and other factors will be taken into account.
- Within the first term of starting we discuss and work with the child's parents to start to create their child's record of achievement.

PARTNERSHIP

4.6 Parental involvement

Policy statement

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 the setting. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early years settings; these include parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the following procedures, we will ensure all parents are included.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster parents.

'Parental responsibility' is *all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.*

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child	

Procedures

- We have a means to ensure all parents are included – that may mean we have different strategies for involving parents who work or live apart from their children.
- We consult with all parents to find out what works best for them.
- We maintain two parent representatives on our management committee and ensure all parents are aware of them to be able to share feedback from the parent community with the committee.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.

- We encourage and support parents to play an active part in the governance and management of the setting.
- We inform all parents on a regular basis about their children's progress through comments and posts on Tapestry online learning journals and biannual parent consultations.
- We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's online record on Tapestry.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.
- We 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.

In compliance with the Welfare Requirements, the following documentation is in place:

- Admissions policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.

4.7 Working in partnership with other agencies

Policy statement

We work in partnership with local and national agencies to promote the well-being of all children.

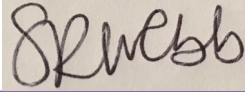
EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.1 Respecting each other	3.4 The wider context	

Procedures

- We work in partnership or in tandem with, local and national agencies to promote the well-being of children.
- Procedures are in place for sharing of information about children and families with other agencies. These are set out in the Information Sharing protocol, Safeguarding Children procedures and the Special Educational Needs procedures.
- Information shared by other agencies with us is regarded as third-party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.

- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

This policy was adopted at a meeting of	<u>AGM of The Ark Pre-school</u>
Held on	<u>4th July 2024</u>
Date to be reviewed	<u>July 2025</u>
Signed on behalf of the management committee	
Name of signatory	<u>Sarah Webb</u>
Role of signatory (e.g. chair/owner)	<u>Chair</u>