

09 Childcare practice policy

Alongside associated procedures in 09.1-09.15 Childcare practice, this policy was adopted by Sandy Bears Nursery on January 2022.

Aim

Children are safe, happy, and eager to participate and to learn.

Objectives

- Babies and young children need to form a secure attachment to their key person when they join the setting to feel safe, happy and eager to participate and learn. It is their *entitlement* to be settled comfortably into a new environment.
- The needs of part-time children are considered.
- When children are enrolled, settling in sessions are arranged with parents. Settling in sessions usually last for 1 hour and they have 2-3 sessions. The 3rd session is usually over a meal time and 2 hours. We then encourage parents to use half a session (if this child is starting a full 8-6 day). The child's key worker is usually in on these settling in sessions to fully support the child and family. If a child takes longer to settle, they may require longer settling in periods and these can be arranged with the parents. Staff will also look at home comforts and adapting the room layouts or routines to support child's interests/ likes/ dislikes.
- Introductions and induction of the parent is carried out before children start during the child's first transition meeting. The parent will stay usually for the full hour and fill out the transition forms with the key worker. The child will be encouraged to explore and begin to develop a relationship with their key worker.
- *Prime times* of the day make the very best of routine opportunities to promote 'tuning-in' to the child emotionally and create opportunities for learning. We actively promote British values, inclusion, equality of opportunity and the valuing of diversity.
- We operate a positive behaviour management approach. Behaviour management procedures cover how staff should respond to all aspects of behaviour, including children who exhibit challenging behaviour towards other children.

We want the curriculum we provide to help children to learn to:

- be confident and independent
- be aware of and responsive to their feelings
- make caring and thoughtful relationships with other people
- become increasingly excited by, interested in, and knowledgeable and questioning about the world around them.

We provide a wide range of interesting child-chosen and adult-initiated activities which:

- Give children unique, fun and happy experiences
- Give children exciting learning opportunities
- give children opportunities to use all their senses
- help children of different ages and stages to play together
- help children be the directors of their own learning
- help children develop an inquiring and questioning attitude to the world around them

The *Early Years Foundation Stage* is used as a framework to provide care and learning opportunities for babies and children under two years.

Older Children (2-5 years)

- To feel securely settled and ready to learn, children from two to five years need to form attachments with adults who care for them, primarily to a key person, but with other adults and children too. In this way children feel part of a community of learners; they can contribute to that community and receive from it. The three-stage model is applicable, but with some differences in the procedures for children moving up into the next group and for older children.

Waiting list and admissions

Our provision is accessible to children and families from all sections of the local and wider community. We aim to ensure that all sections of the community receive accessible information and that our admissions procedures are fair, clear, and open to all parents who apply for places. The availability of a place at the setting considers staff/child ratios, the age of the child and registration requirements.

- We endeavour to operate in an inclusive manner which enables all children and families to access our services.
- We also have regard for the needs of parents who are:
 - looking to take up work, remain in work or extend their hours of work
 - looking to commence training or education
- We work in partnership with the local authority and other agencies to ensure that our provision is accessible to all sections of the community.
- Services are widely advertised and information is accessible to all sections of the community.
- Where the number of children wanting places exceeds the number of places available a waiting list is operated using clear criteria for allocation of places as detailed in section 09.1 Waiting list and admissions procedure.

Funded places – free entitlement

Policies & Procedures for the EYFS 2021 (Early Years Alliance 2021)

All 3- and 4-year-olds in England are entitled to 15 hours free childcare each week for 38 weeks of the year. Some eligible 2 year olds are also entitled. Funded places are offered in accordance with national and local codes of practice and adherence to the relevant Provider Agreement/Contract with the local authority.

Legal References

Special Educational Needs and Disability Act 2001

Special Educational Needs and Disability Code of Practice (DfE and DHSC 2014)

Equality Act 2010

Childcare Act 2006