



Registered Charity No. 1033185

Title:	ADMISSION & OPERATIONAL POLICY
Outcome Statement:	We intend to make our pre-school accessible to children and families from all sections of our local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.
To meet the standards as part of:	Early Years Alliance Ofsted EYFS
Applicable to & For use by:	All members of the pre-school setting: Staff, Committee Members, Volunteers, Parents / Carers
Appendices:	
Last reviewed:	September 2025
Reviewed by:	Hainford & Frettenham Pre-school Supervisor / Chairperson
Date of Committee Meeting policy adopted at:	
Chairperson Name and Signature:	
Review Date:	September 2026

SETTING INFORMATION

It is our intention to make our pre-school accessible to children and families from all sections of the community regardless of gender, race, language, culture, disability or learning difficulties. We welcome fathers, mothers, carers/guardians, childminders etc. The admissions policy is made available to parents through our website and at the setting.

Session Information

Hainford and Frettenham Pre-school is registered for up to 24 children per session. We accept children between the ages of 2 years and 5 years of age.

Early Education is offered within the national parameters –

- No session to be longer than 10 hours
- No minimum session length (subject to the requirements of registration on the Ofsted Early Years Register)
- Not before 6.00am or after 8.00pm
- A maximum of two sites for any child in a single day

Early education is offered to families 38 weeks of the year, known as term time only. The funded hours can be claimed (to the maximum available):

Monday 08:45 – 14:45

Tuesday 08:45 – 14:45

Wednesday 08:45 – 14:45

Thursday 08:45 – 14:45

Friday 08:45 – 14:45

The day is split into 3 sessions;

- A morning session is 8:45 – 11:45
- Morning and lunch session is 8:45 – 12:45
- A full day session is 8:45 – 14:45

We accept Government funding for:

- 15 hours Universal Free Early Education Entitlement and the Extended 15 hours for eligible families. This is also known as the 30 hour offer.
- 30 hours Free Early Education Entitlement for eligible 2 year olds.

The entitlement to Government funding is offered free. Parents will not be charged a “top-up” fee to recoup the difference between the amount received from the Local Authority and the current hourly rate.

Families not eligible for funding or who wish to attend for more hours than their funded hours, can pay for their sessions at our session rate as stated in our charging policy.

We will work with parents to ensure that as far as possible the hours/sessions that can be taken as free provision are convenient for parents’ working hours

For further information, please refer to our Charging Policy which is available on our website or in the policies folder at pre-school.

Facilities

- Our pre-school building is on one level and disabled toilet facilities are available.
- A private area is available for nappy changing, and soiled nappies are disposed of hygienically.

Fees

- For children where a fee is charged, parents and Carers are invoiced fees in a lump sum at the beginning of each half term, or from the start date of the child. We regret money is only refunded in exceptional circumstances. Money is not refunded if a child misses sessions to go on holiday or is unwell. In cases of hardship, the Chairperson can be approached to discuss alternative terms for payment of fees.
- Families accepting a 2-year-old funded place will be able to claim the entitlement until their child(ren) is/are eligible for either the 3- and 4-year-old funding universal entitlement or working parent entitlement.
- For children entitled to 2-year funding, we will confirm the eligibility of the child with Norfolk County Council before a start date is given.
- For children entitled to the Universal 3- and 4-year-old funding the child is eligible the term after their 3rd birthday.
- For families who are eligible for the Extended 15 hours funding (also known as the 30 hour offer), their eligibility code must be verified by us and Norfolk County Council before the hours are confirmed.
- It is the family's responsibility to re-confirm their eligibility to the 30 hours with HMRC every 3 months.
- If the eligibility to 30 hours is removed due to a change in circumstances, the grace period as stated by the Department for Education will ensure the childcare place for 30 hours is guaranteed for at least one half term

For those children that attend the pre-school who qualify for government funding, there is a requirement under our setting that advanced notice must be given if there is to be a change to attended sessions which results in a reduction to the current number of sessions attended, or placement at another setting commencing. This does not mean however, that your child's attendance cannot be reduced at any time; it only means the funding received for sessions cannot.

We require at least 4 weeks notice for removal of a child from Hainford and Frettenham Pre-school, or reduction in hours. Notice must be given in writing to the pre-school supervisor. Please see our charging policy for more information.

It is not within our policy to pay back funding to other settings once it has been claimed. We therefore need to make you aware that you will be accountable to pay for sessions at other settings, until the transfer of funding has been arranged accordingly.

ATTENDANCE

Whilst children at preschool will not incur fines for non-attendance we do require notice of absence and brief description of reason. When a child does not arrive at preschool when expected to staff will contact parents/carers to ensure the child is safe. If family can not be contacted staff will escalate this as a safeguarding concern.

It is also important that when funded sessions are claimed they are expected to be regularly attended in line with local funding regulations. E.g. you can not claim 5 days per week and only use 4.

OUR EDUCATION OFFER AND CURRICULUM

Our Education Offer:

Hainford and Frettenham Pre-School is a committee run pre-school based in Jasmine Cottage in the village of Frettenham. We are a registered charity that is open term-time, 5 days a week for children aged from two years to school age. We have strong links with our feeder schools, one of

which is adjoins our building. Parents regularly express how happy their children are in the setting and how they love the warm, family-like feel the setting has.

We offer:

- a safe and nurturing environment where children can develop their confidence and grow as individuals
- high-quality relationships with our small but dedicated team of staff
- child-led learning through play based on their interests and next steps
- opportunities for children to be curious, ask questions and explore the world around them,

Our Curriculum:

We aim to build on children's natural curiosities through use of the Hygge in the Early Years (Wanderlust) curriculum. Combining this with elements of the curiosity approach, we provide open-ended opportunities to learn based on natural, multi-sensory and real-life resources and loose parts play.

For all children

- We promote developing language and communication skills by; modelling language, modelling listening skills, planning group circle times and enhancing vocabulary through a language rich environment
- We support children in developing a love of books and reading
- We help children to develop positive relationships with each other, our staff and wider community.
- We plan 'next steps' for each child based on identified needs and interests
- We strive for strong parental links, with parents and staff in partnership towards the goal of achieving the best outcomes for all children

For our youngest children

- We focus on building confidence and independence in early play and social experiences.
- We develop strong relationships between the child and their key worker, along with their families
- We understand that the prime areas of learning underpin all other areas of development and so focus next steps on; Communication and language skills, Personal, social and emotional skills and physical development.

For 4 year olds

- We build on earlier learning experiences whilst preparing them for the next steps in their education, as they prepare to move on to primary school.
- Provide opportunities to strengthen and apply the prime areas of learning.
- We encourage independence with self-care skills and promote good social skills.
- We support children with early literacy and numeracy skills, such as name recognition, mark making, fine motor skills, number recognition and counting.

Working in Partnership

We will work in partnership with parents, carers, childcare providers, the local authority, and other organisations to improve provision and outcomes for children in their setting. Where required we will seek parent / carer consent to collect, share and use your information in accordance with the Data Protection Act and General Data Protection Regulations.

Our setting has made a Flourish Pledge, which means we are working together with the local authority to make Flourish the shared ambition of everyone working to improve the lives of children and young people in Norfolk

We are required to have arrangements in place to support children with special educational needs and/or disabilities (SEND). These arrangements should include a clear approach to identifying and responding to SEND. This means we will -

- follow the requirements of the Early Years Foundation Stage Statutory Framework to provide an inclusive environment for all children and their families, together with the requirements to comply with the Equalities Act and the Special Educational Needs and Disability Code of Practice
- monitor and review children's progress and development in partnership with families. Where a child appears to be behind expected levels of development or where a child's progress gives cause for concern a graduated approach will be adopted with 4 stages of action: Assess, Plan, Do & Review
- provide information to families on how their child's development is being supported and in agreement, consent will be sought to apply for additional funding and request support from outside agencies where necessary
- utilise the SEN inclusion fund and Disability Access Fund to deliver effective support
- publish our contribution to the 'SEN Local Offer' in Norfolk. This is available on the Norfolk Community Directory to ensure information is available to parents so they can make choices about the right childcare provision for their child with SEN

Please refer to our Special Educational Needs & Disability policy concerning the SEND support on offer to children and how we support families to choose the right setting for their child with SEND. We aim to identify all children that may attract any additional funding such as EYPP, DAF, SEND Inclusion Fund and any locally available funding streams with a view to submit a claim/application to support and improve their outcomes. This will be in partnership with families and consent will be sought prior to submitting a claim/application.

ADMISSIONS AND OPERATIONS

Enquiry for a place for childcare

We ensure that our pre-school is known in the local area in a number of ways. Regular articles are placed in local parish magazines, notices are put in places where all sections of the community can see them and we also hold open days. We also post regular updates on social media (Facebook and Instagram): please note that we DO NOT post photos of children on social media.

We welcome visits to the preschool from prospective parents; enquiries can be made by email or by phone call. If parents or carers wish to apply for a place, an application form will be completed and returned to the supervisor with the child's name, date of birth, address, parent's name and contact details, the sessions required and from what date a place is needed.

Allocation of places for childcare

- We allocate places on a first come, first served basis
- We strive to be a fully inclusive pre-school. All children will be treated according to their needs in line with the pre-school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability, or academic attainment. Where a child has a particular need e.g., wheelchair access the committee will make reasonable adjustments to ensure the child's needs are fully met.

- If a child has not reached 2 years of age, we will place them on our waiting list which is arranged in birth order.
- We require children to attend for at least 6 hours per week, either 2 morning sessions or 1 full day to ensure continuity and consistency for children's learning and development.

Registration

- We would confirm a place once the admission forms, associated documents have been returned.
- A name on the waiting list does not commit a family to taking a place if one is offered. If a parent no longer wishes to hold a place on the waiting list, they must inform the pre-school supervisor.
- Information from the admission forms will be input into our systems and parents will be emailed a copy of our full set of policies and a link to their Tapestry account will be set up. A hard copy of the policies is available at pre-school.
- The agreed sessions will be confirmed, and a start date will be agreed by both us and the family.
- As part of the registration process, parents/carers will be required to provide documentation to evidence their child's date of birth. This is to confirm they have reached the eligible age for the funded entitlement. A copy will not be retained but may be requested again later by the Local Authority for audit or fraud investigation purposes.
- A keyperson will be allocated based on the sessions the child will attend.
- An introductory settling session will be made with the family to visit pre-school to meet the staff. The manager will go through the completed paperwork together. The key person will also have time to spend with the child during this visit.

Settling in

We want children to feel safe and happy in the absence of their parents, to recognise other adults as a source of authority, help and friendship and to be able to share with their parents afterwards the new learning experiences enjoyed in our group. In order to accomplish this:

- Parents/Guardians/Carers are welcome to visit our group with their child prior to admission.
- Parents/Guardians/Carers are encouraged to stay with their child for as long as they, and the staff, feel is necessary for the child's benefit. We will work with families to support this process and will make every effort to support families for as long as it takes to settle their child into the setting.
- Each child will be allocated two 1hour free settling in sessions. Hours will then increase after depending on how the child, parents and staff feel they are getting on.
- Our admission procedures are flexible to allow us to meet the individual needs of families and children whenever possible.
- We will encourage parents, where appropriate, to separate from their children for brief periods at first, gradually building up to longer absences and we will reassure those parents whose children seem to be taking a long time settling into the group.
- Before the child starts parents/carers are asked to fill in a child profile information sheet to highlight their interests, development, and progress.
- Children are allocated a Key Person (and back up Key Person) to help the child to become familiar with the setting and to feel safe and confident within it. The Key Person helps to meet the needs of each child in their key worker group i.e., observing and planning for each child, maintaining records, and gets to know the child and their parents.

Children cannot play or learn successfully if they are anxious and unhappy. We feel that parents' expectations will be met by creating a happy stress-free environment with equal opportunities for each child, including special needs. We aim to help parents to help their children to feel comfortable in our group, to benefit from what we have to offer, and to be confident that their parents will return at the end of the session.

For children who attend more than one setting, with parents' consent, a letter will be sent to the other setting to share information and to assist with transitions. To ensure a smooth transition for the child, we will work closely with families to discuss and agree how a child's overall care will work in practice where an entitlement is split across different providers, and where possible when families transfer their funding claim to a new setting.

Key Person System

We operate a 'Key Person' system, whereby every child is allocated a member of staff as their Key Person before they start pre-school. The key person will be particularly aware of the child's needs; both on a day-to-day level within the session and over the longer term, ensuring that our planning will support their individual needs and development, in consultation with their family.

It should be noted that at any time, a member of staff can be available to speak to parents/carers if they have any questions, concerns or worries. It is preferable that this is either at the end of a session or if notification can be given, staffing adjustments can be made to allow this to happen during a session. Meetings with respective Key persons can be arranged routinely. Equally, if the members of staff have any concerns or worries regarding a child, please be assured that they would ask to meet with parents/carers straight away, either formally or informally. Staff members will always make time to speak to parents who need them, either immediately or by appointment.

More information on our Key Person system can be found in our Key Person Policy.

Contact Information

It is essential that important information on the Admission Form be kept up to date. It is the responsibility of parents to inform the pre-school of any changes to:

- Domestic arrangements that may affect the collection of a child, e.g. a court order in respect of the residence of a child, or in respect of whom the child is able to have contact with.
- Parental responsibility agreement.
- Home or work telephone numbers, or changes to mobile telephone numbers.

Collection of Children

Parents will state on the Admissions Form who is able to collect their child after each session and inform us in advance if there is to be any change on a particular day. For one off collections that are different to the norm, the pre-school has a book for parents/carers to sign (for example, if a child is going home with a friend).

It is essential that children are collected promptly after each session. If a parent is more than 15 minutes late, contact telephone numbers will be tried.

In the unlikely event that after that time, no communication can be established with emergency contacts, and the premises are due to be vacated, two staff members will remain at the setting with the child, at least one of whom will be the pre-school Supervisor or Deputy. If all authorised avenues for collection have been explored without success, the pre-school Supervisor or Deputy will contact the Social Care and Health helpline for assistance. Please see our Safeguarding Policy for more information.

Late Collection Fee

A late collection fee will be charged to parents who are late in picking up their child/children outside of our usual pre-school setting times. When children are not collected on time, they have to be supervised by two staff members, as per our safeguarding policy. Staff members cannot complete their usual end of day tasks and may need to work additional hours. Therefore, a late collection fee will be charged when

children are not collected on time if this happens on more than 2 occasions within a 2 week period. A £10 fee will be charged for every 10 minutes, or part thereof, until the parent or carer arrives. This fee is non-negotiable and will be reviewed on a regular basis by the pre-school committee.

Outings, Events and Visitors (See 'Safety and Emergency Policies and Procedures' for more information)

Hainford & Frettenham Pre-school Learning Alliance aims to provide occasional outings and events in a safe, well planned, and organised manner, which provides opportunities for children to learn through play. Visits are arranged to venues such as a fire station, railway station, and farm in addition to outings to local attractions such as the theatre and play barn, etc. When we leave the premises for a visit, our ratio of adults to children is always one adult to two children to ensure maximum safety.

Outings Procedure:

- The pre-school will consult with staff, committee, children, and parents/carers before planning an outing.
- Hainford & Frettenham Pre-school will carry out a risk assessment identifying potential hazards on the journey and at the location of the outing.
- Detailed information about the outing will be distributed to all parents/carers.
- The staff will organise a pre-visit to the location.
- The necessary consent forms and relevant documentation are completed and returned to the group prior to the outing.
- On outings there will be a ratio of one adult for every two children.
- Parents who accompany the group on visits are responsible for the safety and well-being of their own child/children.
- The staff, together with allocated parents, are responsible for the children whose parents are not with us on that occasion.
- A qualified First Aider is always present during outings.
- A First Aid kit, mobile phones and emergency contact numbers / details of the children attending are always taken on the outing by the Supervisor and Deputy Supervisor.
- Keyperson groups will be arranged for each trip.

Transport: When travelling by private vehicles, there will be a minimum of two adults in each vehicle and each child is restrained by an age-appropriate child safety seat. Parents able to transport pre-school children are asked to sign to confirm that they have adequate insurance and that their vehicle has a current MOT certificate. Staff will not be requested to use their own vehicles because, as salaried staff, this has greater implications on their car insurance.

Visitors: It is our practice to invite visitors into our group to talk with the children and adults. Visitors include representatives of the Police Force, Doctors, Dental Hygienist, Vicar, School staff, Ambulance Service, Theatre group, Book Clubs, etc. Our aim is to familiarise the children with many and varied aspects of life.

Selecting Equipment and Toys

The toys and equipment in pre-school provide opportunities for children, with adult help, to develop new skills and concepts during their play and exploration. The equipment we provide:

- Is appropriate for the ages and stages of the children.
- Offers challenges to developing physical, social, personal, and intellectual skills.
- Features positive images of people from a range of ethnic and cultural groups.
- Includes a range of raw materials, which can be used in a variety of ways and encourages an open-ended approach to creativity and problem solving.
- Will enable children, with adult support, to develop individual potential and move towards required

learning outcomes.

- Conforms to all relevant safety regulations, is sound, and well-made.
- We ensure that all toys are clean and consistently check for damage. We also rotate the toys available to children on a regular basis.

Parent Partnership (Please also refer to our Parent Partnership Policy)

The aim of our group is to support parents in the education of their children. We will:

- Make all new parents aware of our systems and policies.
- Sharing of their child's online Learning Journal (via Tapestry). Parents can see observations of their child and comment, as well as add their own observations.
- Encourage parents on an individual basis to play an active part in the management of the group, through our committee.
- Encourage parents/carers to participate in sessions through stay and play sessions and open mornings.
- Ensure that all parents have opportunities to contribute from their own skills, knowledge, and interests to the activities in the group.
- Encourage a two-way flow of information and communication between staff and parents about their own child, either formally or informally, and advise parents on a regular basis about their child's progress through Tapestry and EYFS records.

A newsletter is distributed to all parents, staff and interested parties each half term, to ensure that everyone is kept up to date with information. Copies of all information will be placed on the notice board.

Committee Meetings are held routinely. Minutes of the meetings are accessible to anyone who wishes to read them. Please contact the chairperson for more information.

The Annual General Meeting is held in the Autumn term. The officers (Chairperson, Secretary and Treasurer) and wider committee also meet as and when the need arises.

Use of regular volunteers:

The group welcomes the assistance of parents/guardians/carers at any time. Parents/guardians/carers are welcomed to take part and any specific needs will be met, if possible, by the group. The ratio of adults to children i.e., 1 - 4 (children aged 2 years and under 3) and 1 - 8 (children aged 3 years and under 5) is always adhered to whilst on the premises; this is a requirement of the EYFS statutory framework.

Parent helpers who have a baby / younger child are asked to arrange alternative care for that child when they are in session; this ensures the smooth and safe running of the session and avoids distraction of both parent helper and pre-school children. Children of non-pre-school age can raise safety problems, as they are not covered by our insurance. We realise that parents may not always be able to arrange alternative care for them, in which case the child / children will be welcomed, but their safety will remain the responsibility of the parent at all times.

The role of the parent helper aids the staff in a number of ways, one of them being to free up time spent carrying out daily 'housekeeping' duties in order to spend more time with children and to deliver curriculum-led activities.

There are also benefits to parent/guardian/carers in attending sessions:

- See your child's progress and development within the setting
- Witness first-hand the continuity of care given to your child/children
- Seeing how your child/children interacts with other children, and how other children interact with your child/children
- Develop greater relationships between staff, including your child/children's Key Person

- Get to know the friends your child/children are making in their early years
- Discuss any issues directly with your child/children's Key Person as they arise

Further details outlining the duties which will assist prior to and during each session are set out in our Helper Guide issued once a place at our setting is accepted.

Preparation for School:

Our group will endeavour to ensure that all children are well prepared for school by following the Early Years Foundation Stage whilst at pre-school. We develop links with the local schools where the children move on to, to ensure good transitions.

Information will be passed to the child's school using transition forms to ensure that the receiving school have information about individual children before they start school. Each child's transition form will be completed by their key person and parents will also receive a copy.

They will also have the opportunity to take part in the school induction course in the term preceding entry to school; this involves children starting in the September, attending Hainford Primary Partnership School or Frettenham Primary School for some introductory sessions.

Any children with special needs/requirements will be invited to attend a personal transitional meeting with the Supervisor, Senior Co-ordinator, Reception Teacher and possibly the Head Teacher and any outside agencies involved with the child's care and education e.g., Health Visitor, Occupational Therapist, Speech and Language Therapist, etc.

During the year the pre-school children and their families may be invited to attend a variety of activities at Hainford Primary and Frettenham Primary, for example, Sports Day, Harvest Festival and Christmas Plays. From time to time the teaching staff may visit the pre-school group to acquaint themselves with the children.