



## CHARMINSTER PRESCHOOL

### 10.2 Waiting list and admissions

This policy was adopted by	Charminster Pre-school
Date	9 <sup>th</sup> May 2025
Signed on behalf of Charminster Pre-school	
Name of signatory	Sally Porter
Role of signatory	Preschool Leader
Reviewed date	

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 a place.

- The setting is widely advertised in places accessible to all sections of the community.
- Information about the setting is accessible, using plain English, in written and spoken form. We will provide translated written materials where language needs of families suggest this is required.
- Children with disabilities are supported to take full part in all activities within the setting and the setting makes reasonable adjustments to ensure that this will be the case.
- The waiting list is arranged in **birth order** and in addition may take into account the following:
  - Whether the child's home address is within the catchment area of St. Mary's CE first School, Charminster
  - the academic year children are due to start school
  - length of time on the waiting list and application received before the cut-off date (date will be published on our website)
  - siblings already attending the setting
  - the capacity of the setting to meet the individual needs of the child.
- Funded places are offered in accordance with the Early Years Entitlements: Operational Guidance for local authorities and providers (DfE) and any local conditions in place at the time.
- Where it is financially viable to do so, a place is kept vacant for an emergency admission.
- The setting and its practices are welcoming and make it clear that fathers, mothers, other relations and carers and childminders are all welcome.
- The setting and its practices operate in a way that encourages positive regard for and understanding of difference and ability, whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.

- The needs and individual circumstances of children joining the setting are monitored on our registration forms to ensure that no accidental or unintentional discrimination is taking place and that reasonable adjustments are made as required.
- Our Equality procedures are shared and widely promoted to all.

## Age Groups

We offer care to two age groups.

- **Under threes** – Children may be admitted from the half term after their 2<sup>nd</sup> birthday, provided there are available spaces.
- **Pre-school age 3-4** – Admitted as soon as space is available and in line with our admissions procedure.

## Sessions

- We offer morning or whole day sessions, Early Start, or After Preschool Club (Mondays, Tuesdays and Wednesdays) during term time only.
- The number of sessions may be dependent on the number of children on the register. We require children to attend on a minimum of two days to aid the settling in process and familiarisation.
- **Older group** – sessions are offered over a maximum of 4 days. This may be 4 mornings, 4 full days, or a mixture of both depending on the family's requirements and our availability.
- **Younger group** – children in the younger group **may** only be offered 3 mornings or days.
- All sessions are available to both the younger and the older Pre-school children. However, the number of 2-year-olds is limited due to EYFS staff-child ratio requirements.

The maximum number of children per session is 34, within this we will admit:

- **2-year olds:** A maximum of 8 per session, or dictated by staff ratio's.
- **3-4 year olds:** A maximum of 34 per session (if no under 3's are present).
- For their first term at pre-school, children under 2 years 9 months of age will be offered morning sessions only to aid their settling in. After a term these may be increased to full days if staff deem the child to be content at preschool and if staffing ratios permit. 2-year-olds who have previously attended day nursery will be able to apply for full days immediately, however this is at the Pre-school's discretion and in the best interests of the child.
- When admitting children and allocating sessions Early Starts and After Preschool Clubs, the overall number of children attending must be considered.

## Starting Pre-school

1. Prospective parents / carers and children are invited to visit prior to starting the Pre-school. This may take the form of a Pre-start visit or attendance at a gardening club. This is to enable them to meet the staff and generally to find out more about the Pre-school.

2. Prior to starting the Pre-school, the parent / carer is asked to fill out a registration form. This information is treated with the strictest of confidence and the form is kept in a locked filing cabinet. This information documents:

- Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
- Place of work, address and telephone number (if applicable).
- Mobile telephone number (if applicable).
- Names, addresses and telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
- Who has parental responsibility for the child.
- Information about any person who does not have legal access to the child.
- A password which is used to identify persons who are to collect children, where these persons are unknown to staff.

The parent / carer will also be given a prospectus or information booklet which contains information about the Pre-school.

### Children with SEND

- The Preschool Leader must seek to determine an accurate assessment of a child's needs at registration. If the child's needs cannot be met from within the setting's core budget, then an application for SEN inclusion funding must be made immediately.
- Children with identified SEND **must** be offered a place when one becomes available as with any other child. However, the start date for children with more complex SEND will be determined by the preparations made to ensure the child's safety, well-being and accessibility in the setting. If a child's needs determine that adjustments need to be made, the Preschool Leader must outline a realistic timeframe for completion, detailing the nature of adjustments e.g. risk assessment, staff training, health care plan and all other adjustments required. The child's safety at all times is paramount.
- At the time of registration, the Preschool Leader must check to see if a child's family is in receipt of Disability Living Allowance, if so, the Preschool Leader must ask for evidence to enable them to claim the Disability Access Fund directly from the local authority. If the family is eligible but not in receipt of the allowance, the Preschool Leader will support the family in their application. More information can be found at [www.gov.uk/disability-living-allowance-children/how-to-claim](http://www.gov.uk/disability-living-allowance-children/how-to-claim).
- Preparation for admitting a child with SEND must be made in a reasonable amount of time and any delay in the child starting is scrutinised by the Preschool Leader to avoid discrimination and negative impact on the child and family. During a preparation period the family and relevant agencies and the local authority must be regularly updated on the progress of the preparations.

**Safeguarding/child protection**

If information is provided by the parents/carers that a child who is starting at the setting is currently, or was involved with social care, the designated safeguarding lead will contact the agency to seek further clarification.

Parents/carers are advised on how to access the setting's policies and procedures.

**Further guidance**

Early Years Entitlements: Operational guidance for local authorities and providers (DfE 2018)