

The Heathers Nursery



THE HEATHERS NURSERY POLICIES AND PROCEDURES

POLICY 4: Organisation

General Welfare Requirement: Organisation

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

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Organisation

4.1 Admissions

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other 2.2 Parents as Partners	3.2 Supporting every child 3.3 The learning environment 3.4 The wider environment	

Policy statement

It is our intention to make our setting accessible to children and families from all sections of the local community.

Aim

We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

Procedures

Childcare Provision

- The Heathers Nursery is registered for up to 22 children per session in each room
- We accept children between the ages of 2 years and 6 months 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 in a single day
- Early Education is offered to families for 38 weeks of the year, known as term time only. The funded hours can be claimed (to the maximum available) -
Monday 8.00am to 3.45pm
Tuesday 8.00am to 3.45pm
Wednesday 8.00am to 3.45pm
Thursday 8.00am to 3.45pm
Friday 8.00am to 3.45pm
- We run a breakfast club, morning session, a full day session and an after school club, to suit the needs of our families.
- Our breakfast club is from 8.00am to 8.45am
- Our morning session is from 8.45am to 11.45am
- Our full day session is from 8.45am to 2.45pm
- Our after school club is from 2.45pm to 3.45pm

- 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.
- We accept Government funding for 15 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 and in our prospectus.
- 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

Enquiry for a place for childcare:

- Enquiries can be made via our website, an email, a phone call, by sending a letter or visiting in person.
- An application form will be completed with the child's name, date of birth, address, parent's name and contact number, the sessions required and from what date a place is needed.
- Our Privacy Notice and prospectus will be emailed to the family.
- If the child is over the age of 2 years and 6 months a place will be offered in sessions available.

Allocation of a place for childcare:

- We allocate on a first come, first served basis
- If a child has not reached 2 years and 6 months of age we will place them on our waiting list which is arranged in birth order.
- We ask that a child attends 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.
- An appointment to visit The Heathers Nursery will be made or a home visit will be offered. This is so that the family can meet their key person, go through their forms, learn as much as possible about our nursery and so that we can gather as much information as possible about the child before they start nursery.
- At either the visit to nursery or to the family home, the family will receive a starter pack with the following forms and information:
 - Welcome letter
 - Registration form
 - All About Me document
 - Parental Contract
 - Information on Tapestry our online learning story system
 - A leaflet about parental responsibility
 - Information on the role of the key person

Registration Process:

- Once a family has received their starter pack we would confirm a place once a completed registration form has been received.
- 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 free entitlements. A copy will not be retained, but may be requested again at a later date.
- The agreed sessions will be confirmed and a start date will be agreed by both us and the family.
- 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 children who are not yet eligible for Government funding, sessions will be offered once a non-refundable £15.00 registration fee has been paid
- No registration fee is charged for funded children.

Inclusion

- We describe our setting and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders
- 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 are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
- Please refer to our policy (1.15) Supporting Children with Special Educational Needs & Disabilities 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 (Early Years Pupil Premium), DAF (Disability Access Fund), SEND Inclusion Fund and any locally available funding streams with a view to submit a claim/application to support and improve their outcomes.

4.2 Charging Policy

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other 2.2 Parents as Partners	3.2 Supporting every child 3.3 The learning environment 3.4 The wider environment	

Policy statement

It is our intention to make our setting accessible to children and families from all sections of the local community.

Aim

We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

Procedures

Deposits:

- A deposit is not charged

Registration Fee:

- A £15.00 non-refundable registration fee is payable for children who are not eligible for Government funding to confirm their childcare place.
- There is no registration fee for children in receipt of Government funding.

Government Funding:

- Government funding is intended to cover the cost to deliver 15 or 30 hours a week of free, high quality, flexible childcare only. It is not intended to cover the cost of meals, consumables, additional hours or additional services.
- The entitlement is offered free. Parents will not be charged a "top-up" fee to recoup the difference between the amount received by the Local Authority and the current hourly rate.
- The free entitlement will be delivered consistently so that all children accessing any of the free entitlements will receive the same quality and access to provision, regardless of whether they opt to pay for optional hours, services, meals or consumables.
- Where parents/carers are not satisfied that their child is receiving the free entitlement in the correct way (as set out in this funding agreement and in Early Education and Childcare Statutory guidance for local authorities), a complaint can be submitted directly to Karen Shaen-Carter, Nursery Manager

Session Fee's

- Invoices will be issued at the start of each school term to all families who do not use Government funding or who attend for more hours than the funded hours we can claim
- The invoice will clearly state the number of hours attended, the number of funded hours claimed and the total hours to be charged.
- Our hourly rate is reviewed annually to begin in September each year.
- Families will be given at least half a term's notice of any increase.
- Our current hourly rate is set at £5.00 per hour, £15.00 for a 3 hour session and £30.00 for a full day session - as of September 2019.
- Breakfast and After School clubs charged at £5.00 per hour each.
- Additional hours will be charged at the current hourly rate where hours are not funded as Early Education by the Local Authority
- Charges for additional services such as trips will be agreed in advance with families.
- There is no charge for the following:
 - Cost of Meals and Snacks
 - Consumables
- For children who are using their full 15 or 30 hour funding entitlement there are no charges for those funded hours.

Payment methods:

- We accept payments via BACS (The Heathers Nursery, 60-15-31, A/C 23723467), cash or cheques (made payable to The Heathers Nursery).
- We are registered with most, if not all, childcare voucher schemes and will register with any that we are not currently registered with upon request.
- We are registered to accept payments via the Governments Tax Free Childcare scheme.

Payment terms.

- Invoices should be paid in full by the end the term the invoice relates to:
- Families can pay in ways that suit them but will need to inform us of their chosen option:
 - One whole payment
 - A payment in each half term
 - A pre-agreed monthly amount
 - A pre-agreed weekly amount
- A receipt will be issued for each payment clearly stating the remaining balance to pay.
- If no payment is made by the final week of the first half term, a reminder will be emailed to families with a request to make a payment by the end of that week.
- Failure to pay will mean that the childcare place is suspended until payment is made and the committee will be informed of a default on payment.
- If payment is not made after the childcare place has been suspended, a letter will be sent to the family reminding them of the terms in their contract and asking for payment within 10 days of the date of the letter.

- Failure to pay will be reported to the committee and a decision on whether to issue court proceedings or use the services of a debt collection agency will be made by the committee.
- Charges incurred for collection of a the outstanding balance will be added as will interest on the outstanding balance at a rate of 8% per annum.
- If payment is made, the childcare place will be re-instated.

Non Attendance:

- Fees are payable during periods of absence from the Nursery, including sickness and any holidays taken when the Nursery is open.

Notice Period:

- A notice period of 4 full weeks is required for removal of a child from The Heathers Nursery and must be given in writing to Karen Shaen-Carter, nursery manager.
- This notice period applies for all children, regardless of whether they pay fees or use Government funding.

Late Collection:

- The time each child is collected is recorded in our daily registers and persistent late collection will be reviewed and discussed with the family.
- If the late collection continues after this discussion, families will be charged for each part hour that the child attends in blocks of 15 minutes (currently £10.00 per 15 minutes)

Setting Closure:

- If the Nursery has to be closed due to any reason beyond the control of the Nursery, such as power failure or adverse weather conditions, no compensation will be paid or refund given. Funding will still be claimed.
- We are a term time only setting and no fees or funding is payable or claimed during school holiday's or bank holidays.

4.3 The Role of the Key Person and Settling-In

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

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.

Aim

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 setting 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 the setting.

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 the Nursery
- The key person will attend a home visit with one of the management team if the family would like to have a home visit.
- 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. If a child needs a health care plan the key person will work alongside the Nursery manager and deputy manager to ensure it is in place and relevant training is organised

- The key person acts as a 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 development 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 the Nursery and at home
- 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.
- If the parent/carer or Nursery felt changes were needed with regards to the key person and the key person needed to be changed, for example if a child forms a bond with a different member of staff, or staff members change sessions we would all work together to make this a smooth transition.

Settling-in

- Before a child starts to attend the setting we provide his/her parents with a prospectus and our website address where the full policies can be reviewed online. A hard copy of the policies is available on request
- We provide opportunities for the child and his/her parents to visit the setting
- We allocate a key person to each child and his/her family before he/she 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
- We use pre-start visits to the nursery and home visits if required and the first session at which a child attends to explain and complete with his/her parents the child's registration records & our Ready Steady Go document to gain full starting points of the child.
- 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. There are no time restrictions on settling in children
- We feel it is important for a parent/carer to stay with their child on their first session so they become familiar with the surroundings, staff and routine
- Younger children will take longer to settle in, as will 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 support the use of comfort items, as agreed by the parents, to ease transitions
- 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; and when 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 they will be back.
- We recognise that some children will settle more readily than others. We expect that the parent will stay until their child can stay happily without them
- 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 accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children or those with additional needs.

Role of the Key Person

We believe that it is essential to build upon the children's confidence and well-being whilst attending nursery. It is our policy to use our key person to install confidence, understanding and knowledge about their key children and work in partnership with their parent/carer so that all children feel safe, happy, secure and can meet their full potential.

'Being positively emotionally attached to people helps the child feel safe and feel confident that the person they depend on is there for them' (The National Strategies - Attachment and Role of the Key Person).

The key person's role is as follows:

- To help the child to become familiar with the setting and to feel safe and confident within the setting
- To develop a genuine bond with the child and offer a settled and close attachment, because when a child feels happy and secure they are confident to explore and try out new things
- To observe the children within the group and make notes
- To record observations in the child's learning story on Tapestry and identify the learning and next steps
- To contribute the next steps to planning and support with the planning in order to offer their children appropriate activities and learning experiences
- To monitor the child's development and feedback to the parents/carers about their child
- To write a summary report of the child's learning story in preparation for transition to school or into another setting.

We recognise that in order to understand and meet the needs of our children the key person needs to develop a good relationship with the child's parents as they are the best interpreters of their child's experiences. Parents hold the key to their children's feelings, life stories, behaviours, interests, ways of communicating, language and everything else about them. A key person needs to respect this knowledge and value the insights and information it provides. We recognise that the conversations and relationships we have with each family will be different for every child, we recognise a good key person has good listening skills; listening and learning from the child as well as its parents. When a key person observes a child they get to know them and understand them much more and can therefore respond to them with appropriate understanding and care.

4.4 Parental Involvement

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	

Policy statement

We believe that children benefit most from early years education and care when parents and settings work together in partnership.

Aim

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.

Some parents are less well represented in early years settings; these include fathers, 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

Procedures

- We encourage parents to allow us to do a home visit or for them to visit the setting prior to their child starting nursery so that families can build a relationship with their key person, so that we can obtain statutory information and that families can provide us with information relevant to the learning and development of the child.
- Every parent/carer is required to complete a registration document prior to their child starting at the Nursery.
- We consult with all parents to find out what works best for them.
- 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.
- A newsletter is received regularly by parents/carers outlining past and present events, news and fundraising
- The Nursery is run by a volunteer committee (Committee) elected annually in the Autumn Term at the Annual General Meeting from parents/carers and other interested bodies from outside the Nursery members. Parents can be co-opted onto the Committee during the year. We encourage and support parents to play an active part in the governance and management of the setting
- We encourage parents/carers to support fund-raising events
- Parents are welcome to stay and play sessions at any time. NB parents/carers are not permitted to be alone (eg toilet visits) with any child other than their own
- We inform all parents on a regular basis about their children's progress.
- 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 learning story.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting
- We inform parents about relevant workshops and training by advertising any information on the notice boards in the Nursery cloakroom and via our closed Facebook group.
- 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.

4.5 Working in Partnership with Other Agencies

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	

Policy Statement

We work in partnership with local and national agencies to promote the well-being of all children. We will never share your data with any organisation to use for their own purposes

Aim

We aim to do this by making ourselves aware of any other agencies involved with the children and families attending the Nursery and building good working relationships with them.

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 our Privacy Notice, Information Sharing Policy, Safeguarding Children the Special Educational Needs policies and 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.