

6.0 Organisation

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6.1 Admissions

1. Statement of intent

It is our intention to make Jack and Jill Pre-school accessible to children and families from all sections of the local community.

2. Procedures

- We ensure that the existence of the Pre-school is widely known to all local communities.
- We describe the Pre-school and its practices in terms which make it clear that we welcome both mothers, fathers, relatives and other carers, including childminders; as well as people from all cultural ethnic, religious and social groups.
- We describe the Pre-school and practices in terms of how it treats individuals, regardless of their gender, special education needs, disabilities, background, religion, ethnicity or competence in spoken English.
- We monitor the gender and ethnic background of children joining the group to ensure that discrimination does not take place.
- As part of the admissions procedure parents are made aware of the Pre-schools values and aims and how to access the Pre-school policies.

3. Operating structure

- The Pre-school is registered as a full day care provider.
- The Pre-school provides flexible child care for either 38 weeks per annum (term time only) or all year round care. Parents can access sessional, full day or extended day care.
- Session times are reviewed annually and are set out in our current document 'Session Times and Fees Structure'.

- The Pre-school implements a full and comprehensive curriculum, guided by the Early Years Foundation Stage, based on sessional,
- There is a minimum booking commitment of four sessions over two days per week in The Ark. This must include at least one afternoon session (one full day counts as one morning session and one afternoon session).
- In the Little Ark and Nest there is a minimum booking commitment of two sessions per week. This must include at least one afternoon session (one full day counts as one morning session and one afternoon session).
- Children **only** accessing the FEEE (Universal Hours) or FEE (eligible two's) sessions can access a combination of morning and afternoon sessions with a maximum of two morning sessions and at least one afternoon session.
- Children attending for 38 weeks who wish to pick up additional hours during non-term time (Holiday Club) can access additional sessions on a first come, first served basis. Fees will apply.

4. Method

- Places will be allocated according to availability in the following categories:
 - First allocation of places to those engaging with the enrichment fee
 - Existing registered families wishing to increase the number of sessions.
 - Second allocation of places to children on the database but not yet registered with the Pre-school.
 - Priority will be given to those who require most sessions.
- Parents are notified in writing by the Pre-school Administrator about their child's placement in a confirmation letter. A place is not secured until the Acceptance of Place form is signed and returned by the parent to the Pre-school.
- There is a non-refundable administration fee and a refundable acceptance deposit required to secure a child's place before they start.

5. Termination and Suspension of Childcare Services

- Parents/carers may withdraw their child/children from the Pre-school by giving a minimum of eight weeks written notice.
- If a child needs to leave prior to the full eight week notice period, fees will continue to be charged (up to a maximum of four weeks) to make up the full notice period. (EG if a child is leaving and only six weeks of notice is given, fees will be charged for an additional two weeks after the child has left to make up the eight weeks)
- The Pre-school reserves the right to terminate a child's place with immediate effect if:
 - Parents have breached their obligations under the terms and conditions;
 - A child's behaviour is unacceptable and/or endangers the safety and wellbeing of another child, member of staff or volunteer.

6.2 Fees

1. Statement of intent

Jack and Jill Pre-school is a self-financed and non-maintained Pre-school. It is our intention to provide the highest possible quality of childcare. We ensure the Pre-school is accessible to all children by means of a fair and flexible fee structure which incorporates the 'Free Early Education Entitlement' (FEEE) funding, 'Free Early Education' (FEE) funding, 'Additional Hours funding and Employer's Childcare Vouchers/Tax Free Childcare Vouchers.

2. Procedures

General

- Fees payable are set out in our 'Session Times and Fees Structure' which is reviewed annually. This includes details of the Enrichment Fee.
- The refundable deposit will be refunded against the last invoice provided that all terms and conditions have been met.
- All fees are due by the due date or if paying by regular monthly instalments must be clear by the end of the term that they relate to.
- Fees can be paid by cheque, cash, internet banking or child care vouchers (if applicable).
- Fees are payable for absent children. Special arrangements may be made if a child is expected to be absent for more than one month.
- In addition to fees for child care, charges are made for refreshments and meals provided by the Pre-school, if requested.
- When applicable, additional charges are made for events and optional outings; these are invoiced separately at the time of booking.
- Fees are payable, in line with the Pre-school's fee structure, for any additional sessions requested including Holiday Club.
- Holiday Club sessions once confirmed are non-refundable.
- Changes to bookings or start date require eight weeks written notice. All changes are subject to availability.
- Fees are not charged during the Pre-school closure periods and Bank Holidays.
- The Pre-school may be closed for one 'In-service' day per annum during term time for staff training. Fees are not charged for these days.
- There is no VAT on fees.
- Children who attend full time will be given a 5% discount.
- A sibling discount of 5% is available and will be applied to the oldest sibling's invoice.
- No refunds will be given for sessions missed due to holidays or sickness.
- Please be aware that Bristol City Council funds 237.5 days per calendar year for All Year Round Provision. Jack and Jill is open for more days per calendar year. Consequently a number of days each year will be unfunded and families will be charged at the standard rate.

Invoicing

- Invoices are issued termly on the first day of term (i.e. six times per annum).
- Settlement of invoices:
 - **Payment by cash/cheques/bank transfer;**
Settlement is due by the date specified on the bill (normally 2 weeks after the date of issue).
 - **Payment by childcare vouchers/tax free childcare vouchers;**
 - i. We accept full or partial payment of fees by childcare vouchers/tax free childcare vouchers.
 - ii. Payments must be made by regular monthly instalments.
 - iii. Any element not covered by childcare vouchers must be paid by the due date specified in the invoice.
 - iv. All accounts must be cleared in full by the end of each term.
- Extra sessions including Holiday Club will be added to termly invoices as above or separately if no invoice is due.

Late payments

- We encourage any parent that may be experiencing difficulties with payment to talk to the Bursar as early as possible.
- We can arrange individual payment plans to support parents/carers in paying their invoice.

- A £25 fee will be incurred for payments not received by the due date or not received by the date specified on the individual payment plan.
- We reserve the right to ask parents to withdraw their child/children if fees remain unpaid following three written reminders and after sixty days of the due payment date.

Free Early Education Entitlement

For details of government funded hours please refer to the document: *Admissions policy to offer the Fee Early Education Entitlement*

Employer's Childcare Vouchers/Tax Free Childcare Vouchers

- We accept Employer's Childcare Vouchers/Tax Free Childcare Vouchers as payment for children's fees, including deposits and administration fees, provided set up arrangements have been made in advance of due payment date.
- It is the responsibility of the parent to set up and maintain the Childcare Vouchers scheme.
- Payments can be made monthly under this scheme. Accounts must be cleared by the end of each term (see 'late payments' below).
- Overpayments received under this scheme are refunded directly to the Employer's Childcare Voucher provider if no more fees are due.
- All payments received through the Employer's Childcare Vouchers scheme will be seen on the bill payer's Family account.

6.3 Role of the Key Carer

1. Statement of intent

Jack and Jill Pre-school believe children flourish and benefit when familiar and trusting relationships are formed. We adopt a Key Carer approach that emphasises secure relationships, both with children and parents and/or carers, which support children's individual needs, development and emotional well-being.

2. Procedures

- Each child is assigned a key carer before they start.
- We inform parents/carers of the name of their child's key carer, and explain their role.
- The key carer is the main point of contact within the Pre-school for their individual key children.
- The key carer is the child's primary carer, developing a genuine bond with the child (and the child's parents and/or carers) and offering a settled, close relationship.
- Children's key carers are responsible for settling in of a child and explaining the process to the child's parents and/or carers.
- The key carer is responsible for sharing information with the child's parents/carers on a regular basis and, if appropriate, maintains links with other carers and/or professionals involved with the child.
- The key carer works with and supports parents/carers in guiding their child's development both in the Pre-school and at home. They also help families engage with more specialist support if appropriate.
- The key carer works with the child's parents/carers to plan and deliver a personalised plan for the child's well-being, care, learning and development.
- The key carer is responsible for ensuring that each child's learning and care is tailored to meet their individual needs and responding sensitively to their feelings, ideas and behaviour.
- The key carer is responsible for maintaining the child's developmental records and keeping them up-to-date.
- The key carer is responsible for carrying out the 'two year old progress check' of the child's development and progress for their key children between the age of two and three years; provided this has not been carried out in another provision.

- The key carer is also responsible for completing the Bristol City Council transfer document before the child starts school. The key carer may work closely with a buddy to ensure continuity in periods of absence.

6.4 Settling in and Transitions

1. Statement of intent

Jack and Jill Pre-school provides a positive and supportive environment for parents/carers and children during transition periods. We provide additional support to help children cope with the transition from home to the Pre-school (settling-in), within the Pre-school and to other settings, groups and schools.

2. Procedures

Settling-in

- We provide opportunities for parents/carers and children to visit the Pre-school before they start.
- We provide parents/carers with information about how to access the Pre-school's policies and procedures.
- We provide flexible settling-in procedures to meet the individual needs of families and children.
- We offer a home visit, by the child's key carer, to all children with Special Educational Needs (SEN) or disabilities to ensure all relevant information about the child can be made known in the privacy of their own home.
- We ensure that parents/carers are able to contact the Pre-school should they have any concerns.
- We take account of parents/carers opinions, recommendations and advice at the first session of the settling-in process; and together agree the best strategy for future sessions.
- Children can bring a comfort toy or familiar object to ease their transition from home to the Pre-school.
- We reserve the right not to accept a child into the Pre-school without a parent and/or carer being present if the child finds it distressing to be left.
- We consider a child to be settled when they are confident, feel safe and are pleased to see other children and participate in activities.

Transitions - general

- We plan for transitions according to the individual needs of each child.
- We share relevant information within the Pre-school and (with parents/carers permission) with other schools, settings or groups which the child may attend, to promote continuity of care, learning and development.
- We provide parents/carers with opportunities to discuss transitions when applicable.
- We support children by discussing transitions to a new school, setting or group before they take place using books and visual aids as appropriate.
- We liaise with other professionals involved with children with SEN or disabilities and their families during any transitions.
- We hold a parents evening towards the end of the academic year to offer parents/carers the opportunity to discuss their child's transition.

Transitions - internal

- Daily routines and time tables, throughout the Pre-school have similar structures.
- Transitions between rooms are planned with consideration for a child's individual needs.
- We provide transition sessions giving children the opportunity to familiarise themselves with the room and staff.
- Transition meetings are held between key carers from each room to share information, assessments and learning diaries.
- If appropriate, practitioners may move with children whilst a transition is taking place.

- Internal transition documents are completed by the child's key carer.

Transitions - external

- A transition document is completed, by the key carer, when a child leaves the Pre-school.
- Key Carers ensure they communicate effectively with other professionals who will be involved with the child's future care, learning and development.
- At the time of leaving the Pre-school children's records of learning and progress are, with parental permission, shared with the new school, setting or group.
- If appropriate, key carers visit the new school, setting or group with their key children before they move.
- Transition visits to and from local Primary Schools, Reception Teachers and/or Learning Support Assistants, are arranged towards the end of the academic year.

6.5 Parent and Carer Involvement

1. Statement of intent

Jack and Jill Pre-school believe that children benefit most from early years learning, development and care when we work together in partnership with parents and/or carers.

2. Procedures

- We involve all parents/carers in the life of the Pre-school and their children's learning, development and care; and support them as their child's first and most important educators.
- We are committed to regular discussions with parents/carers to improve our knowledge of the individual needs of their children (including children with Special Educational Needs and disabilities) and to support their families.
- We provide opportunities for parents/carers to learn about how the EYFS is being delivered in the Pre-school and how parents/carers can access more information.
- We inform parents/carers about the range and type of activities and experiences provided for children, the daily routines of the setting, and how parents/carers can share learning at home.
- We inform parents/carers about how we support children with Special Educational Needs and/or disabilities.
- We inform all parents/carers on a regular basis about their children's progress.
- We provide information about opportunities for being involved in the Pre-school in ways which are accessible to parents/carers with basic skills needs, or those for whom English is an additional language.
- We provide opportunities for parents/carers to contribute their own skills, knowledge and interests to the activities of the group.
- We welcome the contributions of parents/carers, in whatever form these may take, including 'Stay and Play' sessions.
- We hold an induction evening for all parents/carers within the first term of the academic year.
- We hold a parents/carers evening towards the end of the academic year to discuss their child/children's progress and transition to the next stage.
- Parents/carers have access to written information and regular informal communication with staff.
- We consult with parents/carers about the times of meetings.
- We involve parents/carers in the shared record keeping about their children and ensure they have access to their children's written records.
- We inform parents/carers about staffing in the Pre-school.
- We inform parents/carers about food and drinks provided for children.
- We inform all parents/carers of the systems for registering queries, concerns/complaints or suggestions and check to ensure these are understood. All parents/carers have access to our written complaints procedure.

- All parents/carers are provided with the Pre-school telephone number and email address.
- When we receive notice of an Ofsted inspection, we inform parents/carers to allow them time to arrange to attend the Pre-school and speak with the inspector should they wish.
- Copies of all our policies and procedures are kept in the reception area and additional copies are available on request.

6.6 Working in Partnership with Early Years Providers and Agencies

1. Statement of intent

Jack and Jill Pre-school believe the well-being of children is promoted through working in partnership with other Early Years providers and local and national agencies. We are aware of our responsibilities under the Human Rights Act and the Data Protection Act.

2. Procedures

- We share information with other Early Years providers and agencies about children and families as set out in our policies relating to safeguarding children, information sharing and special educational needs.
- We follow Department for Education advice on information sharing.
- We seek parents/carers consent to share information unless it puts a child at risk or undermines a criminal investigation.
- We recognise the most important consideration is whether sharing information is likely to safeguard and protect a child.
- Information shared by other Early Years providers and agencies with us is regarded as third party information; it is kept in confidence and not shared without consent from that agency.
- We follow established Local Authority protocols with regard to safeguarding and child protection when working with other agencies.
- When working in partnership with staff from other Early Years provisions and agencies, we make them welcome in the Pre-school and their professional roles are respected.
- Staff from other Early Years provisions and agencies do not have unsupervised access to children in the Pre-school.
- When necessary we consult with local and national agencies who can offer information, advice and support to both the Pre-school and to parents and/or carers.

Please also see policies and procedures relating to:

Valuing diversity and promoting equality

Our current Terms and Conditions

Our current Session Times and Fees Structure

Childcare Voucher Scheme leaflet

Safeguarding children and child protection

Confidentiality and access to records

Information sharing

Supporting children with special educational needs

Information sharing – guidance for practitioners and managers (DCSF 2008)

Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (DFE 2015)

Working Together to Safeguard Children (DFE 2015)

Making a complaint

Children's records

Legal Framework

- Data Protection Act 2018
- Freedom of Information Act 2000
- Human Rights Act 1998

This policy was adopted by the Board of Directors on:

Signed on behalf of the Pre-school by:

Mrs Claire Hollingdale (Managing Director)

Date: