



Admissions & Settling In Policy

This policy was adopted at a meeting of:

East Craigs Playgroup

During Academic Year 2022/23

Signed: Caroline Wilkinson

Designation: Manager

1. Statement of Purpose

1.1

Within our Early Learning and Childcare setting, practitioners and managers aim to ensure that the admission of children is fair, equitable and responsive to the needs and preferences of individual children and their parents or carers. This Policy ensures that early learning and childcare places are allocated fairly and equitably in accordance with national legislation and policy.

1.2

The [Equality Act 2010](#) contains provisions to ensure that any act of discrimination is an unlawful offence and ensures that protection is in place for individuals being discriminated against for any of reason. We believe that no child should be excluded or disadvantaged because of ethnicity, culture, religious beliefs, language, family background, special educational needs, disability, gender or ability. This is in line with the [Health and Social Care Standards: 1.1 - 1.5.](#)

1.3

[Supporting Children's Learning: Statutory Guidance on the Education \(Additional Support for Learning\) Act \(Scotland\) 2004 \(as amended\) Code of Practice](#), published in 2017, promotes good practice in relation to communicating with parents. The good practice outlined within the document is also in line with Getting it right for every child ([GIRFEC](#)). We recognise due care and attention must be given to the parents, carers and child's need for time to settle into the setting and aim to work in partnership with parents or carers to settle the child into the setting's environment.

1.4

We will comply with the Care Inspectorate's registration requirements for children of a specific age only to be admitted to the setting, ensuring that the service provided is age and stage appropriate. This allows the principles of the standards to be put into practice and each individual child to be safe and have appropriate learning and playing opportunities, in line with the [Health and Social Care Standards, at points 1.17, 1.19, 1.20, 1.23](#)

2. Publicity

2.1 We will be accessible to all sections of the community. We will:

- Provide basic information about the setting to potential users.
- Consult with families in order to accommodate their needs to avoid excluding anyone.
- Monitor and review information regularly (as per the [Early Years Framework \(2008\)](#) guidance which allows services to make transformational change whilst reviewing their services).

3. Waiting Lists

3.1

Names can be placed on the waiting list once the child is 12 months old or over by completing the setting's application form. Names are arranged in order of date of birth and the date the application for admission was received. The majority of admissions are made according to birth date and date application received. Priority will always be given to children in their pre-school year. Children identified and referred to the setting as having a particular need may also be given priority over strict adherence to the waiting list. When finance allows, a place will be kept free for emergency admissions.

3.2

The waiting list will be monitored to ensure that all sections of the community are being reached and to ensure no discrimination is taking place. **Proof of the child's identity and home address will be required for enrolment.**

4. Admission

Parents will be issued with a contract which should be signed by both parties detailing the place offered/accepted, and any costs will be charged for hours/services.

On admission parents or carers of a child will be:

- Invited to visit playgroup for the child to have a play and the adult discuss the admission of their child with a member of staff .
- Asked to provide personal details and information about their child and themselves. confidentiality of information will be respected at all times.

5. Settling In

Settling in is an important stage in the transition between home and the ELC setting, or between one setting and another. We aim to make this a smooth transition by:

- When children and their families first arrive at our setting, we will have induction in place that ensures positive experiences and an understanding of our playgroup policy and procedures.
- Giving the child and their carer time to familiarise themselves with the environment.
- Offering a warm and welcoming environment and ensuring each child feels included, secure and valued.
- Recognising each child as an individual and their readiness to leave the parent or carer and adapt to the new environment.
- Sensitively dealing with the parent's or carer's readiness to leave their child.
- Providing strategies to help parents or carers to work with staff during the settling in period.
- Staggering intake of new children into the setting.
- Providing familiar play and learning activities and experiences. No child will be taken on an outing or visit until they are settled.
- Providing verbal feedback to parents or carers about how their child is progressing and supporting them in the settling in process.

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If a child does not settle and is unhappy and distressed at being in the setting, the playgroup manager will discuss with the parents or carers the best way forward for the child and the family.

Monitoring of this Policy

It will be the responsibility of Caroline Wilkinson, Manager, to ensure that all staff, including new or temporary staff, are familiar with this policy and to monitor that it is being implemented. Parents and carers will be made aware of this policy through the parents' handbook and the enrolment procedure.

The policy will be reviewed annually to ensure that all records are relevant and up to date.

Links to national policy:

When reviewing your policy, please reflect on the 'Health & Social Care Standards: My support, My life'.

Visit: www.gov.scot/publications/health-social-care-standards-support-life/

Visit: www.parentclub.scot/ELC