Administration

Admissions and Registration

Policy Statement

It is Mr Bee's intention to make our Centres accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to our Centres through open, fair and clearly communicated procedures.

We endeavour to ensure that children are happy and content during their time at the centre. To facilitate this, we ask that parents bring their child for a visit prior to registration. We work in partnership with parents in order to settle their child and ask parents to take a full and active part in their child's development while at the Centre.

We will work in partnership with parents, carers, childcare providers, the local authority, and other organisations to improve provision and outcomes for children in our Centres. 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 (see our Confidentiality, recording, information sharing and Client Access to records).

Our Centre has started to make a Flourish Pledge, which means we will work 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.

Our Admissions and Registration Policy and Charging Policy are available at https://mrbeesfscentre.co.uk/parent-information/. We send all renewed policies to parents via Famly, our communication platform. Families without online access can request a printed copy.

Waiting List:

- We ensure that the existence of our Centres is widely advertised in places accessible to all sections of the community through the Norfolk County Council's Children's Information Services, Google, Mr. Bee's website (see above) and social media.
- We ensure that information about our Centres is accessible in written and spoken forms, and where appropriate, in more than one language. We utilise the Famly app to help with translations and remain committed to providing information in Braille or through British Sign Language where necessary. Furthermore, we endeavour to supply translated written materials and interpreter access whenever the language needs of families indicate they are needed.
- We aim to include children and/or parents with disabilities to take part in the life at our Centres. Please refer to the Identification, assessment and support for children with SEND policy concerning the SEND support on offer to children and how we support families to choose the right Centre for their child with SEND.
- When contact is made by a family, an expression of interest is completed, and the child will be entered onto our waiting list.

- We arrange our waiting list on a first come first placed basis. Our policy will take into account the following:
  - Childcare for families experiencing difficulties and additional family needs.
  - Children already attending who require additional sessions.
  - the age of the child with priority being given to children eligible for the free entitlement
  - A sibling of a child already attending the centre.
  - length of time on the waiting list.
  - the capacity of the Centre 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.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- Our Centres and its practices are welcoming and make it clear that fathers, mothers, other relations and carers and childminders are all welcome.
- Our Centres 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. (see Valuing Diversity and Equal Opportunity Policy).
- We monitor the needs and background of children joining our Centre on the Registration Form, to ensure that no accidental or unintentional discrimination is taking place.
- We share and widely promote our Valuing Diversity and Promoting Equality Policy.
- Places are provided in accordance with our terms and conditions issued to every parent when the child takes up their place. Failure to comply may result in the provision of a place being withdrawn.
- 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 Centre that provides stability for all the children.

Admissions and Registration:

- An appointment is made to look around and introduce a child to the Centre ensuring the safety and needs of other attending children is maintained.
- Once a childcare and early education place has been offered the relevant records are completed by the parent using our cloud-based nursery management software, Famly, and a profile created for a child by the Centre Lead or Lead Practitioner before the child starts. Records completed include:
  - Privacy notice - explains what personal data we collect, why we collect it, how we use it, the control parent/carers have over their personal data and the procedures we have in place to protect it.
  - Mr Bee's terms and conditions - govern the basis by which we provide childcare and early education.
  - registration form and parental consent- contain personal information about the child and family that must be completed in full prior to the child commencing.
- The Centre Lead/Lead Practitioner will arrange with parents a time and date for a free one-hour taster sessions which involves parent spending time with their child in the room where appropriate (Stay and Play).
- Our welcome pack information is now available on our website outlined above. The parent information provides all the information to ensure a smooth transition into the nursery 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.

- 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 be kept in line with our retention of records guidance (refer to Confidentiality, recording and sharing information, including Client Access to Records.
- 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.
- Children who are five and under are required to attend taster sessions to support with settling into nursery and the Centre Lead/Lead Practitioner will arrange a home visit or pre-start visits at the centre (see the Role Key Person and Settling in policy). This will provide an opportunity to complete the first pages of the learning story with parents, discuss starting points, collect some photos of family and familiar things to bring into the nursery and go over and assist with relevant paperwork within the welcome pack.
- After the home visit, we offer a 'Lone Visit' which again is a free one-hour taster session with parents leaving the room/building to see how well their child settles.
- At both taster sessions, parents can spend time with the key person and complete any remaining pages of the child's hard copy learning journey while the child explores the nursery. Taster sessions also provide an opportunity to ensure all registration records have been completed.
- After the Lone Visit, the child starts nursery and parents should have a well-established bond with staff at the nursery. Some children may take longer to settle in for example children who have not previously spent time away from home, children who have had a period of absence and therefore the parent may need to be on hand to settle them (see Role of the Key Person and Settling in policy) – in this event a plan for settling in will be discussed between the Key Person and parent.
- In most cases, a child will settle relatively quickly with the support of their key person, but if a child becomes distressed and/or their behaviour becomes so challenging that it is impacting on their own safety, the safety of other children or staff members, it may be necessary for attendance to temporarily stop while the settling in process is reviewed and or a Behaviour Management Risk Assessment Plan is put in place (see Promoting Positive Behaviour policy).
- A six-week review takes place with Centre Lead/Lead Practitioner to receive feedback on their experiences at Mr Bee's with registering and settling in their child. This information will be shared at a Childcare Development meeting which will provide Mr. Bee's an opportunity to reflect on practice and make changes where necessary (see Policy Review policy).

Commented [KG1]: Is this still happening?

Children with SEND

- The Centre Lead 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 Centre's core budget, then an application for SEN inclusion funding must be made immediately to support and improve outcomes for the child.
- 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 centre. If a child's needs determine that adjustments need to be made, the Centre Lead 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 is always paramount.

- At the time of registration, the Centre Lead must check to see if a child's family is in receipt of Disability Living Allowance**,** if so, the Centre Lead 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 Centre Lead will support the family in their application. More information can be found at 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 Centre Lead to avoid discrimination and a 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.

As mentioned above, further information on the arrangement in place to support children with special education needs and/or disabilities (SEND) can be found in our Identification, assessment and support for children with SEND policy.

Parents have the right to request a deferral of their child's entry to school (holding them back within our setting until compulsory school age) or a delayed start into reception classes. We will work closely in partnership with parents, carers, and the local authority to discuss the individual needs of the child, review transition plans, and ensure that any decisions regarding deferred entry support the child's long-term well-being and developmental readiness (refer to Identification, assessment and support for children with SEND policy)

Early Years Educational Funding

- Provision has been made at each centre for parents to access two, three and four-year old funding to support the needs of their individual families (refer to Charging policy).
- Early Education is offered within the national parameters: –
  i. no session to be longer than 10 hours;
  ii. no minimum session length (subject to the requirements of registration on the Ofsted Early Years Register);
  iii. not before 6.00am or after 8.00pm;
  iv. a maximum of two sites in a single day.
- Early Education is offered to families 51 weeks of the year at our North Lynn and Springwood Centres and 39 weeks of the year at our St Augustine's Centre. The funded hours can be claimed (to the maximum available):

	Springwood All Year	St Augustine's Term Time Only	North Lynn All Year
Monday	7:30 am – 6 pm	9 am – 3:30 pm	7:30 am – 6 pm
Tuesday	7:30 am – 6 pm	9 am – 3:30 pm	7:30 am – 6 pm
Wednesday	7:30 am – 6 pm	9 am – 3:30 pm	7:30 am – 6 pm
Thursday	7:30 am – 6 pm	9 am – 3:30 pm	7:30 am – 6 pm
Friday	7:30 am – 6 pm	9 am – 3:30 pm	7:30 am – 6 pm

- Where parents/carers are not satisfied that their child is receiving the free entitlement in the correct way (as set out in the funding agreement and in Early Education and Childcare Statutory guidance for

local authorities), a complaint can be submitted directly to Karen Gibbons, the Senior Early Years Professional.

- We ask parents to complete local authority and our own registration forms fully and accurately so that we may identify children who are eligible for additional funding such as Early Year Pupil Premium (EYPP), Disability Access Fund (DAF), and SEND Inclusion Fund. This will allow us to work in partnership with families and gain consent to make an application for additional funds where required to support and improve outcomes for their child.

Safeguarding/child protection

We are fully committed to safeguarding and promoting the welfare of children. If information is provided by parents or other agencies indicating that a child starting at the Centre is currently—or has previously been—involved with children's social care, our Designated Safeguarding Lead (DSL) will proactively contact the relevant agency to seek further clarification and ensure a seamless, safe transition. All information sharing is handled with strict confidentiality in accordance with our overarching **Safeguarding and Child Protection Policy** and statutory guidance (such as *Working Together to Safeguard Children*), ensuring the child's safety and well-being remain our absolute priority.

Further Guidance:

- Early Years Entitlements: Operational guidance for local authorities and providers (DfE 2018) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/718181/Early_years_entitlements-operational_guidance.pdf
- http://www.rnib.org.uk/livingwithsightloss/readingwriting/braille/Pages/braille.aspx for support with information for Braille.
- http://www.newburypark.redbridge.sch.uk/langofmonth/ for support with language and pronunciation.
- Mr Bee's Keeping Children Safe in Early Years Education Leaflet (available on website)
- Mr Bee's Retention of Records Guidance
- https://communitydirectory.norfolk.gov.uk/
- https://www.norfolk.gov.uk/article/40393/SEND-Local-Offer

Linked Policies:

- Identification, assessment and support for children with SEND
- Valuing diversity and promoting equality
- Charging Policy
- Role of the Key Person and Settling in
- Promoting Positive Behaviour
- Making a Complaint
- Policy Review
- Children's Records
- Confidentiality, recording, information sharing and Client Access to records
- Safeguarding and Child Protection.
- Identification, assessment and support for children with SEND

Forms:

- Welcome Pack (now available through Famly with further information on our website), includes:
  - Registration Details
  - Terms and Conditions
  - General Parent Consents
  - Use of Image Consent
  - On-line Code of Conduct Parent/Carer Agreement
- Six-week review questionnaire
- Childcare Privacy Notice 2023
- ICT Code of Conduct for Out of School Children

Re: Admissions and Registration

This policy was reviewed at a meeting of:	Mr Bee's Family Centre
Held on:	22nd September 2026
Date to be reviewed:	November 2029

Signed on behalf of the Board of Trustees:	
Name of role of signatory:	Jeanette Nowrung, Chairperson
Signed by Senior Early Years Professional:	
Individual Centre Lead's Signature:	
North Lynn:	
Springwood:	
St Augustine's:	