Admissions policy
Early Years and Childcare Service
Surrey Early Years and Childcare Service have written this document to help you an admissions for your setting. This document is for reference only and you must adapt it to reflect the service your setting offers. To download guidance on other policies and procedures go to www.surreycc.gov.uk/eycpractitioners or ask your improvement advisor or childminding advisor to email you a copy.

Whenever we say parents in this document we mean parents and carers and whenever we say child we mean children and young people aged 0 to 19 years old (up to 25 years old for young people with special educational needs and disability (SEND)).

Aim
Do you aim to make sure that all members of your community can access your setting or services?

Points to consider

- You could highlight the age of the children you accept and the sessions they can go to.
- You could include how you take bookings, for example, is it a first come, first served system?
- If you had to close, for example, because the building flooded, would parents still have to pay?
- Do parents have to pay if their child is off sick?
- Do you make sure your setting is advertised in places that are accessible to all of your community?
- Do you make sure that written and spoken information about your setting is accessible and, where appropriate, is available in different languages? Where necessary, would you provide information in Braille, or through signing or an interpreter?
- How do you arrange your waiting list? In birth order, by how close the family home is to your setting, by special circumstances or by siblings who already go to your setting?
- Do you have briefing meetings for parents before their child starts? Do you plan a transition meeting to support the child settling, including information about:
  - How the Early Years Foundation Stage is being delivered in your setting and how parents can access more information?
  - The type of activities and experiences you provide for children including the routines of your setting?
  - How parents can share in their child’s learning at home?
  - Food and drinks provided for the children in your care?
  - The name of their child’s key person and is the role of the key person explained to the parents?
  - A telephone number for parents to contact in an emergency?
  - Information sharing and working with other agencies.
• How do you tell parents about all your policies and procedures?
• How do you highlight to parents that you have procedures for the collection of children, including how you identify the people who collect them?
• Do you highlight the procedure to be followed in the event of a parent failing to collect their child at the appointed time or in the event of a child going missing at, or away from, the setting?
• How do you tell parents that you have a complaints procedure and a process for resolving complaints?
• Do you highlight what personal details are kept on site about a child? How do you ask parents to keep this up-to-date?
• Do you keep a spare place, if this is financially viable, for an emergency admission?
• Do you describe your setting and its practices in such a way that it is clear you welcome fathers and mothers, other relations and other carers, including childminders?
• Do you describe your setting and its practices in terms of how it treats individuals, regardless of their gender, special educational needs, disabilities, background, religion, ethnicity or how well they can speak English?
• Do you describe your setting and its practices in terms of how it allows children with special educational needs or disabilities to take part in the life of the setting? Does this reflect the information in your Local Offer?
• How do you monitor the gender and ethnic background of children joining the setting to make sure that no accidental discrimination is taking place?
• How do you make sure that all families know about your policies and procedures?
• Do you consult with families about the opening times of your setting to avoid excluding anyone? Is this required?
• Are you flexible about attendance patterns to accommodate the needs of individual children and families?

This policy should be linked with your registration form.

• On your registration form, do you ask for the following information?
  ○ Child’s full name
  ○ Date of birth
  ○ Name and address of every parent who is known to the provider (or any other person who has parental responsibility for the child)
  ○ Who has legal contact with the child and who has parental responsibility for the child?
  ○ The family member the child normally lives with
  ○ Emergency contact details for the child’s parents

• Do you have a section on your registration form that mentions information sharing so parents know that you may share information about their child with external agencies and other childcare providers if the child is attending more than one setting?

This is a reference document that you should adapt for your own setting.
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• Do you ask for a list of people who are able to collect the child?
• If you run a before or after school club or holiday playscheme, you should sign up to the Early Years and Childcare Service Partnership Policy which is the overarching protocol for information sharing in Surrey and written in line with Surrey Multi-Agency Information Sharing Protocol (MAISP). Do you use a secure email such as Egress? To sign up, talk to your out of school childcare advisor.
• What procedure do you follow if those people are unable to collect the child and someone else comes to collect them? Do you have a password system?
• If you run a before or after school club do you investigate if a child does not turn up? Do you contact the parents or the class teacher to see if the child was at school?
• Do you have a section on your registration for where any special dietary requirements, preferences, food allergies or any special health requirements that the child has are recorded?
• Do you obtain written permission for children to take part in outings?
• Do you ask parents to inform you when children will be absent, or do you follow up non-attendance?