

Early years practice

10.1 Early Years practice policy

Aim

Children are safe, happy, and eager to participate and to learn, and supported to reach their full potential.

Objectives

- Young children need to form a secure attachment to their key person when they join the setting to feel safe, happy and eager to participate and learn. It is their *entitlement* to be settled comfortably into a new environment.
- The needs of part-time children are considered.
- There is a procedure for when children do not settle and for prolonged absences.
- Introductions and induction of the parent/carer is carried out before children start.
- Information is gathered from parents and carers prior to start regarding the child's likes, dislikes, interests, routines and family structure.
- Key parts of the day such as meal and snack times, nappy changes and intimate care make the very best of routine opportunities to promote 'tuning-in' to the child emotionally and create opportunities for learning. We actively promote British values, inclusion, equality of opportunity and the valuing of diversity.
- Sleep and rest times are based around the needs of the child and in line with safe sleep practices pertaining to sleep equipment, sleep space and sleep checks.
- We operate a positive behaviour management approach. Behaviour management procedures cover how staff should respond to all aspects of behaviour, including children who exhibit challenging behaviour towards other children. These procedures are based on three key statements.
 1. Learning is a lifelong process, which enables children and adults to contribute to and shape their world.
 2. We want the curriculum we provide to help children to learn to:
 - be confident and independent

- be aware of and responsive to their feelings
 - make caring and thoughtful relationships with other people
 - become increasingly excited by, interested in, and knowledgeable and curious about the world around them.
3. We provide a wide range of interesting child-chosen and adult-initiated activities which:
- give children opportunities to use all their senses
 - help children of different ages and stages to play together
 - help children be the directors of their own learning
 - help children develop an inquiring and questioning attitude to the world around them

Children 2-5 years

- To feel securely settled and ready to learn, children from two to five years need to form attachments with adults who care for them, primarily to a key person, but with other adults and children too. In this way children feel part of a community of learners; they can contribute to that community and receive from it.

Waiting list and admissions

Our provision is accessible to children and families from all sections of the local and wider community. We aim to ensure that all sections of the community receive accessible information and that our admissions procedures are fair, clear, and open to all parents who apply for places. The availability of a place at the setting considers staff/child ratios, the age of the child and registration requirements.

- We operate in an inclusive manner which enables all children and families to access our services.
- We also have regard for the needs of parents/carers who are:
 - looking to take up work, remain in work or extend their hours of work
 - looking to commence training or education

- We work in partnership with the local authority and other agencies to ensure that our provision is accessible to all sections of the community.
- Services are widely advertised, and information is accessible to all sections of the community.
- Where the number of children wanting places exceeds the number of places available a waiting list is operated using clear criteria for allocation of places as detailed in our prospectus.

Funded places

All 3- and 4-year-olds in England are entitled to 15 hours free childcare and early education each week for 38 weeks of the year. Some eligible two-year-olds are also entitled. Some children may be entitled to the extended working entitlements which parents and carers must apply for. Once a working entitlement code has been applied, parents and carers must re-apply every three months.

Funded places are offered in accordance with national and local codes of practice and adherence to the relevant Provider Agreement/Contract with the local authority.

Legal References

Special Educational Needs and Disability Act 2001

Special Educational Needs and Disability Code of Practice (DfE 2014)

Equality Act 2010

Childcare Act 2006

This policy was reviewed and updated on: 07/09/26 and adopted by: Discovery Vine Ltd

Date to be reviewed: August 2027 (or earlier if necessary)

Signed on behalf of Discovery Vine Ltd: Lynda Garbutt

Name of signatory: Lynda Garbutt

Role of signatory: Managing Director