

09 Childcare practice policy

Alongside associated procedures in 09.1-09.15 Childcare practice, this policy was adopted by Hopscotch Playgroup Co-operative CIC on 24th January 2023.



Aim

Children are safe, happy, and eager to participate and to learn.

Objectives

- 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 children who attend part-time are considered.
- There is a procedure for when children do not settle and for prolonged absences.
- We engage with parents before children start, they visit the setting and receive information relevant to their child starting at Hopscotch.
- Throughout their time at Hopscotch parents are invited to progress meetings and a variety of other events. This reflects our values as a CIC.
- We actively promote British values, inclusion, equality of opportunity and the valuing of diversity.
- 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 build on the Early Years Alliance's approach to learning 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 questioning 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

The *Early Years Foundation Stage* is used as a framework to provide care and learning opportunities.

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 endeavour to operate in an inclusive manner which enables all children and families to access our services.
- We work in partnership with parents to provide suitable, flexible provision endeavouring to meet their family's needs.
- 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 made as accessible as possible 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 admissions procedure.

Funded places – free entitlement

All 3- and 4-year-olds in England are entitled to 15 hours funded early education each week for 38 weeks of the year. We are able to offer 30 hours of funded childcare to eligible families. Some eligible 2 year olds are also entitled to 15 funded hours of early education. 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 and DHSC 2014)

Equality Act 2010

Childcare Act 2006