



Preschool

Admissions and Charging

Policy

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REVIEW HISTORY

Version No.	Date of Change	Change Summary	Page No
1.0	19/03/2025	Updated branding	
1.0	19/03/2025	Pre-school learning journey included	3-7
1.0	19/03/2025	The Working Parent FEEE Entitlement included	9-10
2.0	24/08/2026	Updated FEE Funding information	9-10

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services, they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. We have our own Pre-School where children join us when they turn 3 years old. The majority of these children move onto our Reception class. We are a 2-form entry school, comprising of 2 mixed ability classes

A Unique Child

At Woodland Grange we believe that every child is a competent learner who can be resilient, capable, confident and self-assured and we work hard to help all of our children to develop these skills. We recognise that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration / sharing assemblies and rewards to encourage children to develop a positive attitude to learning. We want our children to be life-long learners!

Child Development

We understand that children develop in individual ways and at varying rates. We believe that every area of development – physical, cognitive, linguistic, spiritual, social and emotional, is equally important and our practice reflects this.

Inclusive Practice

We value the diversity of individuals within the school and do not discriminate against children because of ‘differences’. All children at Woodland Grange are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

We believe that all our children matter. We give them every opportunity to achieve their best. We do this by taking the time to get to know each child and their family well; we are then able to take account of each child’s range of life experiences when planning for their learning.

In the Pre-school we set realistic and challenging expectations that meet the needs of all our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, those who are more able, children with disabilities, children from all social and cultural backgrounds, and those of different ethnic groups who may have diverse linguistic backgrounds. Within the early years we have our own SENDCO who oversees Pre-school and the foundation stage.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children’s learning needs;

- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support or extension as necessary.
- Ensuring a smooth transition from Pre-School to Reception and into Year 1; Key Stage One staff have background knowledge of the EYFS, thus enabling continuity of learning practices in the early days in KS1 which can be built upon.

Keeping Safe, Health and Well-being

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them to understand why they exist. We provide children with choices to help them develop this important life skill. We encourage our children to take risks, but teach them how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children.

At Woodland Grange we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage 2025. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

Positive Relationships

At Woodland Grange we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We are developing strong links with families by including home visits and parent meetings before their child starts the Pre-school. Please see the 'Home Visit' Policy which is on the Pre-school website.

Respecting Each other

At Woodland Grange we strive to ensure that every interaction is based on caring, professional relationships and respectful acknowledgement of the feelings of other children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children.

We do this through:

- Developing relationships with parents and children by having home visits and 1-1 meetings before the children start Pre-school.
- Inviting children and parents to 'stay and play' sessions prior to starting Pre-school;
- Running a Pre-school evening close to the start of the term to brief parents on our practice;
- Offering parents regular opportunities to talk about their child's progress in the Pre-school and encouraging parents to share the 'Learning Journey' with their child by contributing to Tapestry.
- Having an open-door policy whereby parents can speak to the staff whenever necessary;
- Encouraging parents to talk to the child's key worker if there are any concerns.
- Arranging a range of activities throughout the year that encourage collaboration between child, Pre-school and parents: Celebration days, Sports Day, etc.
- Encouraging parents to contribute to their child's 'Learning Journey'.
- Providing activities with guidance that parents can undertake at home with their child.
- Giving parents the opportunity to contribute their views in Tapestry.

Supporting learning

We acknowledge that knowledgeable practitioners who form trusting relationships with children are the most valuable resource in supporting learning. We aim to develop excellent relationships with all children, interacting positively with them and taking time to listen to them.

Key Person

In Pre-school the children are allocated a key worker who works closely with their group of children; however, we have a whole team approach and any concerns/needs can be discussed with any member of the team. During normal school term-time and hours, the setting will be led by Mrs Amie Turner, a highly qualified teacher with many years of experience in all aspects of Early Years education. She leads a team of highly qualified staff members that will always meet the legal requirements in line with current ratios. Miss Suneeta Motiwaras over-sees the provision out of normal school hours and term-time, working closely with the staff who will take the lead at these times.

Enabling Environments

At Woodland Grange the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

Planning within the Pre-school follows a long-term plan which then feeds into a knowledge skills-based plan for each area of the curriculum. Plans are used by the practitioners to ensure we teach a range of skills and give children the key knowledge and skills to succeed in their future learning through a rich broad and balanced curriculum, which is child-centred, engages and meets the needs of all children and feeds into their journey throughout the rest of the school. During any given week there will be a balance between adult led focus sessions and activities planned to ensure curriculum coverage through the continuous provision. Practitioners will respond to the children's needs and interests in the provision with a large focus on language development and the children's individual next steps.

We are continually assessing the children's learning and we use this information alongside 'Development Matters' and 'Birth to 5' which ensure that future planning reflects identified 'next steps' for each child.

On entry to the Pre-school the children are baselined using the Development Matters as a tool to support. Each child's level of development is recorded and progress is monitored closely. Within the final term of the Pre-school, we provide a written report to parents, reporting their progress. We then give parents the opportunity to discuss these reports with the Pre-school lead.

Supporting Every Child and the Wider Context

Through observing the children and planning for their next steps we can ensure we meet the needs of all children. We try to identify any children who need extra support in any areas of the curriculum early on so we can put programs into place to support them. We work closely with other settings, other professionals and the wider community to support our children's development towards the outcomes of Every Child Matters.

The Learning Environment

The Pre-school unit is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas where children are able to find and locate equipment and resources independently. Our Pre-school has its own enclosed outdoor areas, one undercover and one on the playground. These have a positive effect on the children's development; being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. We operate an outdoor system and plan activities and resources for the children to access that help the children to develop in all six areas of learning.

Learning and Development

At Woodland Grange we understand that children learn and develop in different ways and at different rates. Every child has a right to the best possible education and we ensure that all children can access the curriculum. We value all areas of learning and development equally and understand that they are interconnected.

Play and Exploration

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.”

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Creativity and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given opportunity to be creative through all areas of learning. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Areas of Learning

The EYFS is made up of seven areas of learning:

Prime Areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific Areas

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. However, we recognise that the Prime areas are the Foundation of all learning and therefore we place more emphasis on these areas in the Pre-school. All areas are delivered through a balance of adult led and child-initiated activities.

Monitoring and Review

It is the responsibility of the Pre-school practitioners to follow the principles stated in this policy.

There is no named Governor responsible solely for the Pre-school, instead they are responsible for EYFS, which incorporates both Pre-school and the Foundation Stage. The EYFS governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head Teacher and subject coordinators will carry out monitoring of the Pre-school and EYFS as part of the whole school monitoring schedule.

Toileting

The Department for Education guidance for toilet training is recommended for children from 18 – 30 months. It has been written in consultation with senior health professional in the Office for Health Improvement and Disparities.

[Help for early years providers : Toilet training](#)

Children are expected to be toilet trained when starting in the preschool. If there is a medical or special educational need impacting the ability to do so; an early conversation with Pre-school will be needed to assess each individual case. Staff will support children by prompting them throughout the day, showing them the process, using visuals, setting reminders and ensuring consistent practices between home and school. School will help families with the process of toileting and can share information from different professionals if they feel they need it.

Why do we expect children to be toilet trained? When children are toilet trained, staff are all able to spend time with the children developing their play and learning. If they aren't, every time we have to change a nappy, two members of staff are taken away from the class environment.

Admissions

It is our intention that our Pre-School service is genuinely accessible to children and families from all sections of the local community. In order to accomplish this:-

- Children are admitted after their third birthday, dependent upon availability of spaces.
- The allocation of places is made by mid-April each year for the next academic year. Every effort will be made to contact parents of eligible children in a timely manner.
- A member of preschool management will go and visit children at their current nursery setting or at home if they do not attend a setting, before an allocation of hours is offered. This is to ensure we are able to meet the child's needs and that we are the most suitable setting for them.
- Parents are encouraged to view the Pre-school setting before adding their child to the waiting list, they will need to make an appointment with the Pre-school directly to do so.
- Parents are able to add their child's name to the Pre-school waiting list after their child turns one.

Admission to the Pre-School (where there are spaces available) will be based on the following criteria:

- 1) Children living within the school catchment area.

- 2) Siblings of children registered at Woodland Grange.
- 3) Children of staff members employed at Woodland Grange
- 4) Children whose parents can demonstrate that the child has particular needs which make their request for admission exceptional.
- 5) Priority will be given to children who have turned three prior to the start of the academic year.
- 6) Distance from school to home.

Proof of residence will be required for each application. Places, or offers of places, may be withdrawn if they were based on incorrect information from parents or their representatives.

- Parents will need to fill in the online data form
- A waiting list will be kept; as places become available, they will be allocated according to the above criteria.
- Families using the service will be asked to complete the relevant paperwork to keep staff fully informed of their child's needs, including parental/guardian responsibilities, health information and dietary requirements.
- Staff will ensure the existence of the Pre-school is widely known throughout the community, through advertising locally.
- Parents are required to attend a settling in meeting prior to their child starting Pre-school. Failure to attend this meeting could result in your child's starting date being postponed.
- Before starting the Pre-school, the child will also attend two 'Stay and Play' sessions to assess their response to the transition, extra sessions may be offered if deemed necessary by staff.
- Each transition is viewed as individual to each family and we will liaise closely with parents to ensure the transition is smooth.

All policy statements and correspondence to parents will clearly state that attendance at the Pre-School does not give a subsequent entitlement to a school place.

Charging and Payments

Eligibility for Government Funded Hours – Free Early Education Entitlement (FEEE)

15 Hours FEEE Funding (no eligibility criteria)

At Woodland Grange Pre-school, all three- and four-year-olds are able to claim 15 hours of free early learning and childcare per week – for 38 weeks (term-time) of the year (15 hours x 38 weeks of term – time = 570 hours). This entitlement begins the term after your child's third birthday. ***Please note, if your child's third birthday is in September, October, November or December, the 15 hours of FEEE funding entitlement does not begin until January. Similarly, if your child's third birthday is between January and Easter, the free entitlement does not begin until the start of the new term after Easter. If your child's birthday is between Easter and August, the free entitlement does not begin until the new school year in September.***

This does not stop you taking up a place for your child as soon as he/she turns three but it must be fully funded by you until your child is entitled to the FEEE funding the following term. Parents are required to complete a Parental Statement of Undertaking (PSOU) form, stating how many hours of funding parents wish to claim. This form must be completed every time there is a change to your child's original hours claimed.

Parents will also need to supply a copy of their child's birth certificate when the child initially qualifies for funding. The funding will then be deducted from the invoice. This funding cannot be used to cover the cost of dinners taken.

In order to be eligible for the payment, parents must ensure that the child attends the Pre-school for the full session that is being claimed for. This will be monitored by the local authority who check our attendance registers. Odd occasions of arriving late or leaving early together with sickness or holiday are permitted. It is the parent's responsibility to claim only for those hours the child attends Pre-school; funding could be withheld if the child does not attend regularly and parents will then be responsible for the full cost of care.

The Working Parent Entitlement

At Woodland Grange Pre-school, eligible working parents will be able to receive a maximum of 570 hours (per annum which is the equivalent of 15 hours per week for 38 weeks per year). From the period after your child turns 3 years old, the offer is extended further, which gives eligible children the chance to take up to a maximum of 1,140 hours per annum (which is the equivalent of 30 hours per week for 38 weeks per year). **Please note, if your child's third birthday is in September, October, November or December, the 15 hours of FEEE funding entitlement does not begin until January. Similarly, if your child's third birthday is between January and Easter, the free entitlement does not begin until the start of the new term after Easter. If your child's birthday is between Easter and August, the free entitlement does not begin until the new school year in September.**

Eligibility for this funding has to be reconfirmed by parents/carers via www.childcarechoices.gov.uk every 3 months (by the validity end date of the eligibility code). Please visit the Working Parent Entitlement to see the eligibility criteria that parents/carers have to meet to receive this funding.

Non-Attendance

It is the requirement of the funding that the child attends Pre-school regularly and that we are made aware of any reasons for non-attendance. Parents will be required to sign a non-attendance log; this is a requirement of Leicestershire County Council.

- We charge a one-off £50.00 registration fee. The registration fee is held on your account and will be refunded on your final invoice or when your child leaves.
- Current rates are available from any member of staff at the Pre-School, by visiting the preschool website www.wg-preschool.com.
- Fees are payable monthly in advance.
- There is a late collection charge of £5 for the first fifteen minutes, with an additional £5 for every fifteen minutes thereafter as stated in the booking form.
- There is a late payment charge of £10 for any payments not made by the due date to cover administration costs.
- We are happy to receive payment from Family Working Tax Credits, Computershare vouchers etc. Details of the type of voucher, including registration number should be included on the admission form.
- Parents must notify the Pre-school Leader if their child will not be attending for any reason. Refunds cannot be made in the case of illness or attendance at other nurseries.

- Parents may alter their child's sessions if there is availability, this needs to be discussed with the Pre-school leader and two months' notice is needed for any changes.
- Non-payment of fees will result in the withdrawal of place(s) within the Pre-school.

Data will always be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation