



Registered Charity # 1203754

Childcare Practice Policy

Introduction

At Houghton and Wyton Pre-school, we are committed to providing high-quality early education and care that promotes each child's safety, emotional well-being, and learning. This policy outlines our approach to childcare practice, supporting children to form secure attachments, explore the world around them, and develop holistically through inclusive, child-centred provision.

Aim

To ensure all children are safe, happy, and eager to participate and learn through secure relationships, engaging experiences, and nurturing environments.

Objectives

We aim to:

- Support each child to settle and form secure attachments with their key person
- Promote consistent, inclusive, and emotionally responsive practice
- Use daily routines as opportunities for emotional awareness and learning
- Deliver a curriculum that encourages curiosity, independence, and confidence
- Promote equality, British values, and respect for diversity
- Apply consistent and positive approaches to behaviour management

Roles and Responsibilities

- **Key Persons:** Provide emotional security and individualised care and learning experiences for each child
- **All Staff:** Work as a team to implement inclusive practice, follow safeguarding and behaviour policies, and observe children's learning
- **Managers:** Oversee curriculum delivery, staff development, and partnership with families and external agencies

Implementation Procedures

Settling In and Emotional Security

- Children are introduced to the setting with a clear settling-in process involving parents/carers
- Each child is allocated a key person who helps them settle and builds a secure relationship
- Where children struggle to settle or experience prolonged absence, additional support is put in place in consultation with parents
- Attachments to both key persons and the wider team foster a sense of community and belonging

Curriculum and Learning

Our curriculum supports children to:

- Be confident and independent
- Understand and manage their feelings
- Form positive, caring relationships
- Explore and ask questions about the world around them

We provide a wide range of child-initiated and adult-guided activities that:

- Stimulate all the senses
- Encourage collaboration across age groups and developmental stages
- Support children to direct their own learning
- Encourage curiosity and critical thinking

We use the Early Years Foundation Stage (EYFS) Statutory Framework (2023) as the foundation for all learning, care, and development opportunities



Positive Behaviour and Inclusion

- We adopt a positive behaviour management approach, in line with our Behaviour Policy
- Staff respond sensitively to children, including those who display challenging behaviours
- Strategies are based on the Early Years Alliance Stepped Approach to behaviour

Admissions and Waiting List

- Our provision is open and accessible to all families from the local and wider community
- Admissions are managed fairly, transparently, and in line with local authority guidance
- The availability of places is determined by staff ratios, child age, and registration criteria
- Where demand exceeds availability, a waiting list is operated in line with our Admissions and Waiting List Procedure

We also prioritise access for:

- Parents returning to or extending work hours
- Families starting training or education

Funded Entitlement

- We offer funded places for:
 - All eligible 3- and 4-year-olds (15 hours universal entitlement)
 - Some eligible 2-year-olds (based on local and national criteria)
- Funded places are offered in accordance with national and local authority Provider Agreements

Monitoring and Review

This policy is reviewed annually by the Board of Trustees, or sooner if significant changes occur in legislation or practice.

Record Keeping and Confidentiality

- Individual records relating to children's learning, care, and attendance are securely maintained
- All documentation is handled in line with data protection and safeguarding requirements

Communication and Accessibility

- Policies are shared with parents at induction and are available on request or via the Family platform
- Translations or alternative formats are available as needed

Legislation and Guidance

This policy is informed by:

- Early Years Foundation Stage (EYFS) Statutory Framework (2023)
- Equality Act 2010
- Childcare Act 2006
- Special Educational Needs and Disability (SEND) Code of Practice (2014)
- The Education Act 2002
- Special Educational Needs and Disability Act 2001

Acknowledgment

All staff, trustees, volunteers, and parents must acknowledge they have read and understood this policy. By doing so, they commit to supporting the emotional security, learning, and care of every child attending Houghton and Wyton Pre-school.