



STANWIX COMMUNITY PRE-SCHOOL REGISTRATION FORM

Basic details			
Child's First Name (s)		Surname	
Name known by		Date of Birth	Male/Female
Name of parent(s)/main carer with whom their child lives with. <i>(If a parent is living at a different address than their child, please complete the Adult 2 Section)</i>			
	Adult 1	Adult 2	
Name of parent(s) /Carer			
Relationship to child			
Does this parent have parental responsibility?	Yes/No	Yes/No	
Home Address			
Post code			
Home contact no.			
Mobile contact no.			
Personal Email Address			
Place of Work			
Work Address			
Work/Daytime Contact Number			
Does this parent have legal access to the child and is able to collect the child from the setting?			
	Yes/No	Yes/No	



STANWIX COMMUNITY PRE-SCHOOL REGISTRATION FORM

Other people who may collect your child/emergency contacts (*Persons authorised to collect your child, must be over 16 years of age*)

	Adult 3	Adult 4
Name		
Relationship to child		
Home contact no.		
Mobile contact no.		
Password for collecting child		

I confirm that I have received a copy of the Privacy notice and give my consent to the processing of special category data (*ethnic origin, religious beliefs, genetic and health data*)

Please ensure you have read the Privacy Policy on the back of this registration form BEFORE you sign.

Adult 1

Signature _____ Date _____

Please ensure you have read the Privacy Policy on the back of this registration form BEFORE you sign.

Adult 2

Signature _____ Date _____

Other Person(s) with legal consent. *To be completed where those persons with parental responsibility are separated and/or an S8 order is in place.*

Name	Relationship to child
Address	Contact Tel No

Please give details of the legal contact arrangements that we need to be aware of:

About your child

Does your child attend/ have previous experience of attending a childcare setting? If so, please specify:

What other information is it important for us to know about your child? For example, what they like, or what fears they may have, any special words they use, or what comforter they may need and when.



STANWIX COMMUNITY PRE-SCHOOL REGISTRATION FORM

How would you describe your child's ethnicity or cultural background?

What is the main religion in your family?

Are there any festivals or special occasions celebrated in your culture that your child will be taking part in and that you would like to see acknowledged and celebrated while he/she is in our setting?

What language(s) is/ are spoken at home

If English is not the main language spoken at home, will this be your child's first experience of being in an English-speaking environment? *(If so, discuss and agree with the key person how you will support your child when settling-in)*

Health & Development

Was your child born prematurely, if so, how many weeks early?

Does your child have any ongoing medical conditions? *For example, Asthma or details of any current/ongoing prescribed medication.* If so, please specify:

If yes, please specify which external agencies are involved e.g., paediatrician, consultant, dietician, speech and language therapist, etc.:

Does Your child have a SEN Support plan? Yes No

If yes, please specify details on ongoing support below:

Does your child require a health care plan (EHCP)? Yes No

If yes, complete health care plan with parents.

Does your child have care or mobility needs that may mean they are eligible for, or are in receipt of Disability Living Allowance? Yes No

What special support will he/she require in our setting?



STANWIX COMMUNITY PRE-SCHOOL REGISTRATION FORM

Do you have any concerns about your child's learning and development?
 If yes, please specify below Yes No

Does your child have any special dietary needs? E.g., milk or wheat intolerance, allergies to food etc.

A risk assessment is completed and kept on the child's file for any known allergies or food intolerance as mentioned above

What are your child's dietary requirements? E.g., no refined sugar, vegetarian etc.,
 Please Specify:

Details of Professionals involved with your child

GP	Health Visitor <i>(If applicable)</i>
Name:	Name:
Address:	Address:
Telephone No:	Telephone No:

Dentist <i>(If applicable)</i>	Social Care Worker <i>(If applicable)</i>
Name:	Name:
Address:	Address:
Telephone No:	Telephone No:

Any other professional who has regular contact with your child

Name:	Agency:
Role:	Address:
Telephone No:	

NB; If the child has a child protection plan, make a note here, but do not include details. Ensure these are obtained from the social care worker named above and keep these securely in the child's file



STANWIX COMMUNITY PRE-SCHOOL REGISTRATION FORM

Two-Year-old progress check/Integrated health check

As per the requirements of the Early Years Foundation Stage (EYFS) we will complete a progress check on your child between the ages of 24-36 months. We will ask you to be involved in completing the check and to share it with your child's health visitor. If your child is aged between 24-36 months, has a two-year-old progress check already been completed for your child? Yes No

Setting who completed the check _____ Date _____

Emergency Treatment Declaration

In the event of an accident or emergency involving my child, I understand that every effort will be made to contact me and the emergency services will be called as necessary. I understand that my child may be taken to hospital accompanied by the manager or the authorised deputy for emergency treatment. I understand that health professionals will be responsible for decisions about medical treatment in my absence.

Signed _____ Date _____

Print Name _____

For Inhalers/auto injectors (e.g., EpiPens) only

I give permission for a named member of staff who has been trained to administer the inhaler/EpiPen, Anapen or Jext (supplied by me). I understand a separate medical form and a Health care plan will be completed by me and the pre-school managers.

(Name of child) _____ Date _____

Print Name _____

Medical Details

Has your child received the following immunisations? This enables us to effectively manage any special education, health or medical needs of your child *(please confirm and date)*

5-in-1 (DTaP/IPV/Hib) vaccine, third dose; Pneumococcal (PCV) vaccine, second dose; Men B vaccine second dose

Four Months

Yes No Date _____

Hib/Men C Booster – given as a single jab containing meningitis C (second dose) and Hib (fourth dose); Measles, mumps & Rubella (MMR) vaccine, given as a single jab; Pneumococcal (PCV) vaccine, third dose; Men B vaccine third dose

Between 12 and 13 months

Yes No Date _____



STANWIX COMMUNITY PRE-SCHOOL REGISTRATION FORM

Children's Flu Vaccine (annual)	Eligible paediatric age groups Yes <input type="checkbox"/> No <input type="checkbox"/> Date _____
Measles, mumps and rubella (MMR) vaccine, second dose; 4-in-1 (DTaP/IPV) pre-school booster – diphtheria, tetanus, whooping cough (pertussis) and polio.	Three years and four months to five years Yes <input type="checkbox"/> No <input type="checkbox"/> Date _____

Please state the year you would like your child to start pre-school

September 20__

Please indicate with a ✓ the sessions you would like your child to attend.
8.30, 8.45 starts and 3.30 finishes only if viable, i.e., enough children require this.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session 8.45am-11.30am					
Morning session 9.00am-11.30am					
Morning session with lunch 8.45am-12.30pm					
Morning session with lunch 9.00am-12.30pm					
Afternoon session 12.30pm-3.00pm					
Afternoon session 12.30pm-3.30pm					
Full day session 8.45am-3.00pm					
Full day session 9.00am-3.00pm					
Full Day 8.45am-3.30pm					
Full Day 9.00am-3.30pm					
Comments					

Please note that fees are payable monthly in advance (£4.75 per hour) and that a terms notice must be given in writing to change or reduce sessions.



STANWIX COMMUNITY PRE-SCHOOL REGISTRATION FORM

Parental Permissions

E: Safety (Staff and children)

There are procedures in place that govern the use of IT equipment on site. Where iPad's or similar are used by the staff to record children's learning and development or as a management tool, a risk assessment is completed and only equipment owned by pre-school is used. Visitors to the setting using IT equipment, such as Ofsted or Social Care, are advised of the procedure for its use and must seek prior permission from the settings managers.

In some instances, children will use ICT equipment (interactive table) to promote their learning and development under the supervision of staff. Children do not normally have access to the internet and never have unsupervised access to the internet. I understand games are suitable for the age range of the children in the room and that parental controls are in place.

I give permission for my child to use ICT equipment for the purposes stated above. I understand that there are procedures and a risk assessment in place to govern its use and that staff and visitors may also use ICT equipment to record and monitor children's learning and development.

Signed _____ Date _____

Nappy Cream

I give permission for non-medicated nappy cream (supplied by me) to be administered to my child when required in accordance with the manufacturer's instructions. If medicated nappy cream is required, I understand that this must have been prescribed by a doctor. I give my permission for it to be applied as above and to record its use and inform me of when it was administered.

Name of Child _____

Signed _____ Date _____

Plasters

I give permission for staff to apply a plaster if required and to the best of my knowledge I am unaware of any allergic reaction.

Name of Child _____

Signed _____ Date _____

Medication

I give permission for staff to administer prescribed medication and understand I will be required to complete a separate medical form.

Name of Child _____

Signed _____ Date _____



STANWIX COMMUNITY PRE-SCHOOL REGISTRATION FORM

Sun Cream

I give permission for staff to administer hypoallergenic sun cream (supplied by me) when necessary and understand that it is my responsibility to provide appropriate clothing during the summer months.

Name of Child _____

Signed _____ Date _____

Face Paints

I give permission for the staff to paint my child's face. To the best of my knowledge, I am unaware of any allergic reaction to face paints.

Name of Child _____

Signed _____ Date _____

Short Trip – General Outings

I give permission for my child to take part in short trips or general local outings, such as the church grounds, the Glebe or Sainsbury's. I understand that individual risk assessments are carried out for each type of trip or outing and are available for me to see as required. For any planned outings, I understand I will be informed and my specific consent obtained.

Name of Child _____

Signed _____ Date _____

Photographs and video

To record aspects of our curriculum and for children's individual development records, staff often take photographs and videos of children during their play. Only equipment supplied by us is used for this purpose and images taken are for display and for your child's learning records. Images are saved and stored on our equipment securely and only kept for the period your child is with us. If we wish to use any images of your child for publicity or marketing purposes, we will seek your written consent for each image we wish to use. I give permission for my child to be photographed/recorded as per the conditions above.

Name of Child _____

Signed _____ Date _____

Sharing Information

I give permission for pre-school to share information regarding my child's stage of development with their allocated primary school place prior to their start in September. This will enable the school to continue to effectively manage any special education, health or medical needs and to continue with their development. I agree for my child's records to be transferred to their receiving school.



STANWIX COMMUNITY PRE-SCHOOL REGISTRATION FORM

Name of Child _____

Signed _____ Date _____

I give permission for pre-school to share information regarding my child's stage of development with any other settings they regularly attend.

Name of Child _____

Signed _____ Date _____

I understand the information sharing policy and I am aware that there may be circumstances where information is shared with other professionals or agencies without my consent.

Name of Child _____

Signed _____ Date _____

Animals

We may occasionally have supervised visits of animals to our setting or have pets on site. We will ensure that our pets are healthy and are inoculated as appropriate and that animals are showing any signs of disease are treated. Risk assessments will be carried out for visiting animals and will be made available to parents on request. Please state here any known allergies or aversion your child has to animals.

Name of Child _____

Signed _____ Date _____

Further Information

I confirm that information about the setting's policies and procedures has been made available and explained to me and I understand I can find more information as to how my personal data is handled through the Privacy policy.

Name of Child _____

Signed _____ Date _____



STANWIX COMMUNITY PRE-SCHOOL REGISTRATION FORM

Early Years Pupil Premium Application Form

for 3- and 4-year-olds accessing free early education

Please complete in BLOCK CAPITALS

If you or your child meets any of the following criteria your childcare provider may be entitled to claim extra funding to support your child’s learning and development. The information you provide will be handled confidentially and will only be used to check your eligibility.

Child and family eligibility criteria

Please tick if you meet any of the following criteria:

- the family gets one of the following:
- Income-based Jobseeker Allowance
 - Income-related Income support
 - Employment and Support Allowance
 - Support under part VI of the Immigration and Asylum Act 1999
 - The guaranteed element of State Pension Credit
 - Child Tax Credit (provided they’re not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
 - *Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit
 - Universal Credit (where net income threshold is up to £7,400 per annum)

*If the family is in receipt of Working Tax Credit for more than the 4 weeks ‘run-on’, then the family do not meet the qualifying criteria

- Your child has been looked after by a local authority for one day or more
- Your child has been adopted from care
- Your child has left care under a special guardianship order or residence order

Child details

Name:	Date of Birth:
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Parent’s details

Title:	Name:
Address:	
Postcode:	Parental Responsibility* YES/NO
Relationship to child:	Telephone number:
Email address:	



STANWIX COMMUNITY PRE-SCHOOL REGISTRATION FORM

If you are in receipt of any of the above benefits, please provide the following information:

National Insurance Number or National Asylum Support Service Number:

Parent Date of Birth:

Provider details

Provider Name:

Town:

Declaration

The information I have given on this form is complete and accurate. I understand that my personal information is held securely and will be used only for local authority purposes. I agree to the local authority using this information to process an application for Early Years Pupil Premium.

Signature of parent/guardian:

Date:

PLEASE RETURN THIS FORM TO YOUR EARLY YEARS PROVIDER



STANWIX COMMUNITY PRE-SCHOOL REGISTRATION FORM

Equalities Monitoring Form

Ethnicity – Gathered for monitoring purposes only. Parents are not obliged to complete this data.

White British	<input type="text"/>
White Irish	<input type="text"/>
White Other	<input type="text"/>

Black British	<input type="text"/>
Black African	<input type="text"/>
Black Caribbean	<input type="text"/>
Black Other	<input type="text"/>

Indian	<input type="text"/>
Pakistani	<input type="text"/>
Bangladeshi	<input type="text"/>
Asian Other	<input type="text"/>

White and Black Caribbean	<input type="text"/>
White and Black African	<input type="text"/>
White and Black Asian	<input type="text"/>

Chinese	<input type="text"/>
Chinese Other	<input type="text"/>

Other, please state _____

Parental declaration

- I confirm that I have parental responsibility for this child and the information given is correct.
- I understand that if I have given false information, any place offered may be withdrawn.
- I agree to checks being carried out to verify accuracy and eligibility (in relation to 30 hours)
- I understand I cannot change providers during term time without express permission of the providers (s) and the Local Authority. Contractual notice periods specified by the provider will be complied with, unless exceptional circumstances can be demonstrated
- I understand that I need to notify the nursery of any change in my circumstances which occur after I have completed this form (including change of address).

Full name of parent/carer signing the form (please print)

Signed

Date



STANWIX COMMUNITY PRE-SCHOOL REGISTRATION FORM

Please retain these policy sheets for your information

06 Safeguarding children, young people and vulnerable adults' policy

Alongside associated procedures in 06.1-06.10 Safeguarding children, young people and vulnerable adults, this policy was adopted by Stanwix Community Pre-School on *1st September 2021*.

Designated person/lead for safeguarding is: Becky Clarkson/Rhona Hammond

Designed officer is: Current Committee Chair

Aim

We are committed to safeguarding children, young people and vulnerable adults and will do this by putting young people and vulnerable adult's right to be '*strong, resilient and listened to*' at the heart of all our activities.

The Early Years Alliance 'three key commitments' are broad statements against which policies and procedures across the organisation will be drawn to provide a consistent and coherent strategy for safeguarding children young people and vulnerable adults in all services provided. The three key commitments are:

1. The Alliance is committed to building 'a culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of its service delivery.
2. The Alliance is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in '*What to do if you are worried a child is being abused*' (HMG 2015) and '*No Secrets (updated by the Care Act 2014) and Working Together 2018*.'
3. The Alliance is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering children, young people, and vulnerable adults, through its curriculum, promoting their right to be '*strong, resilient and listened to*'.

NB: A 'young person' is defined as 16–19-year-old. In an early years setting, they may be a student, worker, or parent.

A 'vulnerable adult' (see guidance to the Care Act 2014) as: '*a person aged 18 years or over, who is in receipt of or may need community care services by reason of 'mental or other disability, age or illness and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation*'. In early years, this person may be a service user, parent of a service user, or a volunteer.



STANWIX COMMUNITY PRE-SCHOOL REGISTRATION FORM

Key Commitment 1

- We have a 'designated person', sometimes known as the designated lead for safeguarding, who is responsible for carrying out child, young person, or adult protection procedures. *(It is recommended that this person is the setting manager.)*
- There designated person reports to a 'designated officer' responsible for overseeing all child, young person or adult protection matters.
- The 'designated person' and the 'designated officer' ensure they have links with statutory and voluntary organisations regarding safeguarding children.
- The 'designated person' and the 'designated officer' ensure they have received appropriate training on child protection matters and that all staff are adequately informed and/or trained to recognise possible child abuse in the categories of physical, emotional and sexual abuse and neglect.
- The 'designated person' and the 'designated officer' ensure all staff are aware of the additional vulnerabilities that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation or culture and that these receive full consideration in child, young person or adult protection related matters.
- The 'designated person' and the 'designated officer' ensure that staff are aware and receive training in social factors affecting children's vulnerability including
 - social exclusion
 - domestic violence and controlling or coercive behaviour
 - mental illness
 - drug and alcohol abuse (substance misuse)
 - parental learning disability
 - radicalisation
- The 'designated person' and the 'designated officer' ensure that staff are aware and receive training in other ways that children may suffer significant harm and stay up to date with relevant contextual safeguarding matters:
 - abuse of disabled children
 - fabricated or induced illness
 - child abuse linked to spirit possession
 - sexually exploited children
 - children who are trafficked and/or exploited
 - female genital mutilation



STANWIX COMMUNITY PRE-SCHOOL REGISTRATION FORM

- extra-familial abuse and threats
- children involved in violent offending, with gangs and county lines.
- The 'designated person' and the 'designated officer' ensure they are adequately informed in vulnerable adult protection matters.

Key Commitment 2

- There are procedures in place to prevent known abusers from coming into the organisation as employees or volunteers at any level.
- Safeguarding is the responsibility of every person undertaking the work of the organisation in any capacity.
- There are procedures for dealing with allegations of abuse against a member of staff, or any other person undertaking work whether paid or unpaid for the organisation, where there is an allegation of abuse or harm of a child. Procedures differentiate clearly between an allegation, a concern about quality of care or practice and complaints.
- There are procedures in place for reporting possible abuse of children or a young person in the setting.
- There are procedures in place for reporting safeguarding concerns where a child may meet the s17 definition of a child in need (Children Act 1989) and/or where a child may be at risk of significant harm, and to enable staff to make decisions about appropriate referrals using local published threshold documents.
- There are procedures in place to ensure staff recognise children and families who may benefit from early help and can respond appropriately using local early help processes and Designated persons should ensure all staff understand how to identify and respond to families who may need early help.
- There are procedures in place for reporting possible abuse of a vulnerable adult in the setting.
- There are procedures in place in relation to escalating concerns and professional challenge.
- There are procedures in place for working in partnership with agencies involving a child, or young person or vulnerable adult, for whom there is a protection plan in place. These procedures also take account of working with families with a 'child in need' and with families in need of early help, who are affected by issues of vulnerability such as social exclusion, radicalisation, domestic violence, mental illness, substance misuse and parental learning disability.
- These procedures take account of diversity and inclusion issues to promote equal treatment of children and their families and that take account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.
- There are procedures in place for record keeping, confidentiality and information sharing, which are in line with data protection requirements.



STANWIX COMMUNITY PRE-SCHOOL REGISTRATION FORM

- We follow government and CSCP guidance in relation to extremism.
- The procedures of the Local Safeguarding Partners must be followed.

Key Commitment 3

- All staff receive adequate training in child protection matters and have access to the setting's policy and procedures for reporting concerns of possible abuse and the safeguarding procedures of the Local Safeguarding Partners.
- All staff have adequate information on issues affecting vulnerability in families such as social exclusion, domestic violence, mental illness, substance misuse and parental learning disability, together with training that takes account of factors that affect children that arise from inequalities of race, gender, disability, language, religion, sexual orientation, or culture.
- We use available curriculum materials for young children, taking account of information in the Early Years Foundation Stage, that enable children to be *strong, resilient, and listened to*.
- All services seek to build the emotional and social skills of children and young people who are service users in an age-appropriate way, including increasing their understanding of how to stay safe.
- We adhere to the EYFS Safeguarding and Welfare requirements.

Legal references

Primary legislation

Children Act 1989 – s 47

Protection of Children Act 1999

Care Act 2014

Children Act 2004 s11

Children and Social Work Act 2017

Safeguarding Vulnerable Groups Act 2006

Counter-Terrorism and Security Act 2015

General Data Protection Regulation 2018

Data Protection Act 2018

Modern Slavery Act 2015

Sexual Offences Act 2003

Serious Crime Act 2015

Criminal Justice and Court Services Act (2000)

Human Rights Act (1998)



STANWIX COMMUNITY PRE-SCHOOL REGISTRATION FORM

Equalities Act (2006)

Equalities Act (2010)

Disability Discrimination Act (1995)

Data Protection Act (2018)

Freedom of Information Act (2000)

Further Guidance

Working Together to Safeguard Children (HMG 2018)

Statutory Framework for the Early Years Foundation Stage 2021

What to Do if You're Worried a Child is Being Abused (HMG 2015)

Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism' (HMG 2015)

Keeping Children Safe in Education 2018

Education Inspection Framework (Ofsted 2019)

The framework for the assessment of children in need and their families (DoH 2000)

The Common Assessment Framework (2006)

Statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE 2015)

Further guidance

Information sharing advice for safeguarding practitioners (DfE 2018)

The Team Around the Child (TAC) and the Lead Professional (CWDC 2009)

The Common Assessment Framework (CAF) – guide for practitioners (CWDC 2010)

The Common Assessment Framework (CAF) – guide for managers (CWDC 2010)

Multi-Agency Statutory Guidance on Female Genital Mutilation (HMG. 2016)

Multi-Agency Public Protection Arrangements (MAPPA) (Ministry of Justice, National Offender Management Service and HM Prison Service 2014)

Safeguarding Children from Abuse Linked to a Belief in Spirit Possession (HMG 200)

Safeguarding Children in whom Illness is Fabricated or Induced (HMG 2007)

Safeguarding Disabled Children: Practice Guidance (DfE 2009)

Safeguarding Children who may have been Trafficked (DfE and Home Office 2011)

Child sexual exploitation: definition and guide for practitioners (DfE 2017)

Handling Cases of Forced Marriage: Multi-Agency Practice Guidelines



STANWIX COMMUNITY PRE-SCHOOL REGISTRATION FORM

07.1a Privacy notice

Stanwix Community Pre-School's Privacy Notice

Stanwix Community Pre-School, Church Street, Carlisle, Cumbria, CA3 9DJ

Tel: 01228 512630

Email: stanwixcommunitypreschool@gmail.com

Introduction

Personal data is protected in accordance with data protection laws and used in line with your expectations. This privacy notice explains what personal data we collect, why we collect it, how we use it, the control you have over your personal data and the procedures we have in place to protect it.

When we refer to "we", "us" or "our", we mean Stanwix Community Pre-School.

What personal data we collect

We collect personal data about you and your child to provide care and learning tailored to meet your child's individual needs. Personal details that we obtain from you includes your child's: name, date of birth, address, and health, development and any special educational needs information. We will also ask for information about who has parental responsibility for your child and any court orders pertaining to your child.

Personal data that we collect about you includes: your name, home and work address, phone numbers, email address, emergency contact details, and family details.

We will only with your consent collect your national Insurance number or unique taxpayer reference (UTR) where necessary if you are self-employed and where you apply for up to 30 hours free childcare. We also collect information regarding benefits and family credits. Please note that if this information is not provided, then we cannot claim funding for your child.

We may collect other data from you when you voluntarily contact us.

Where applicable we will obtain details of your child's social worker, child protection plans from social care, and health care plans from health professionals and other health agencies.

We may collect this information in a variety of ways. For example, data will be collected from you directly in the registration form; from identity documents; from correspondence with you; or from health and other professionals.

Why we collect personal data and the legal basis for handling your data

We use personal data about you and your child in order to provide childcare services and to fulfil the contractual arrangement you have entered into. This includes using your data in the following ways:



STANWIX COMMUNITY PRE-SCHOOL REGISTRATION FORM

- to support your child's wellbeing and development
- to effectively manage any special education, health or medical needs of your child whilst at the setting
- to carry out regular assessment of your child's progress and to identify any areas of concern
- to maintain relevant contact about your child's wellbeing and development
- to contact you in the case of an emergency
- to process your claim for free childcare, if applicable
- to enable us to respond to any questions you ask
- to keep you updated about information which forms part of your contract with us
- to notify you of service changes or issues
- to send you our e-newsletter, if you have subscribed to it

With your consent, we would also like to:

- collect your child's ethnicity and religion data for monitoring purposes
- record your child's activities for their individual learning journal (this will often include photographs and videos of children during play)
- sign you up for our free parent e-newsletter which provides resources and useful information for parents
- transfer your child's records to the receiving school when s/he transfers

If we wish to use any images of your child for training, publicity or marketing purposes we will seek your written consent for each image we wish to use. You are able to withdraw your consent at any time, for images being taken of your child and/or for the transfer of records to the receiving school, by confirming so in writing to the setting. You can also unsubscribe from receiving our parent e-newsletter by notifying the setting.

We have a legal obligation to process safeguarding related data about your child should we have concerns about her/his welfare.

Who we share your data with

As a registered childcare provider in order to deliver childcare services it is necessary for us to share data about you and/or your child with the following categories of recipients:

- Ofsted, when there has been a complaint about the childcare service or during an inspection
- the local authority, if you claim up to 30 hours free child care
- the governments eligibility checker as above, if applicable



STANWIX COMMUNITY PRE-SCHOOL REGISTRATION FORM

- our insurance underwriter, where applicable
- an email newsletter service, where you have given consent to receive our e-newsletter

We will also share your data:

- if we are legally required to do so, for example, by a law enforcement agency, court
- to enforce or apply the terms and conditions of your contract with us
- to protect your child and other children; for example, by sharing information with medical services, social services or the police
- if it is necessary to protect our rights, property or safety or to protect the rights, property or safety of others
- with the school that your child will be attending, when s/he transfers, if applicable
- if we transfer the management of the setting out or take over any other organisation or part of it, in which case we may disclose your personal data to the prospective seller or buyer so that they may continue using it in the same way

Our nursery management and communication software provider may be able to access your personal data when carrying out maintenance task and software updates on our behalf. However, we have a written agreement in place which place this company under a duty of confidentiality.

We will never share your data with any organisation to use for their own purposes.

How do we protect your data?

We take the security of your personal data seriously. We have internal policies and strict controls in place to try to ensure that your data is not lost, accidentally destroyed, misused or disclosed and to prevent unauthorised access.

Where we engage third parties to process personal data on our behalf, they are under a duty of confidentiality and are obliged to implement appropriate technical and organisational measures to ensure the security of data.

Where do we store your data?

All data you provide to us is stored on secure computers or servers located within the UK or European Economic Area. We may also store paper records in locked filing cabinets.

Our third-party data processors will also store your data on secure servers which may be situated inside or outside the European Economic Area. They may also store data in paper files.

How long do we retain your data?

We retain your data in line with our retention policy a summary is below:



STANWIX COMMUNITY PRE-SCHOOL REGISTRATION FORM

- You and your child's data, including registers are retained 3 years after your child no longer uses the setting, or until our next Ofsted inspection after your child leaves our setting.
- Medication records and accident records are kept for longer according to legal requirements.
- Learning journeys are maintained by the setting and available at your request when your child leaves. Records are kept and archived in line with our data retention policy.
- In some cases (child protection or other support service referrals), we may need to keep your data longer, only if it is necessary in order to comply with legal requirements. We will only keep your data for as long as is necessary to fulfil the purposes it was collected for and in line with data protection laws.

Your rights with respect to your data

As a data subject, you have a number of rights. You can:

- request to access, amend or correct the personal data we hold about you and/or your child
- request that we delete or stop processing your and/or your child's personal data, for example where the data is no longer necessary for the purposes of processing or where you wish to withdraw consent
- request that we transfer your and your child's personal data to another person

If you wish to exercise any of these rights at any time please contact the manager at the setting by email, telephone or when you attend the setting.

How to ask questions about this notice

If you have any questions, comments or concerns about any aspect of this notice or how we handle your data please contact the manager at the setting.

How to contact the Information Commissioner Office (ICO)

If the manager is not able to address your concern, please contact *our current committee chairperson*.
Details available upon request.

If you are concerned about the way your data is handled and remain dissatisfied after raising your concern, you have the right to complain to the Information Commissioner Office (ICO). The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or <https://ico.org.uk/>.

Changes to this notice

We keep this notice under regular review. Any changes to this notice will be shared with you so that you may be aware of how we use your data at all times.



STANWIX COMMUNITY PRE-SCHOOL REGISTRATION FORM

09.1 Waiting list and admissions

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 a place.

- The setting is widely advertised in places accessible to all sections of the community.
- Information about the setting is accessible, using plain English, in written and spoken form and, where appropriate, provided in different community languages and in other formats on request.
- Children with disabilities are supported to take full part in all activities within the setting and the setting makes reasonable adjustments to ensure that this will be the case from the time the child is placed on the waiting list.
- The waiting list is arranged in birth order and in addition may take into account the following:
 - the age of the child with priority being given to children eligible for the free entitlement
 - length of time on the waiting list
 - siblings already attending the setting
 - the capacity of the setting to meet the individual needs of the child
 - We accept children from the age of 2 years and 6 months, dependent upon the availability of space and readiness* of the individual child.

*(*Definition of readiness, please see below)*

2-Year-olds

- We only accept 2-year-old funded children in exceptional circumstances at the discretion of the Managers. This is subject to a face-to-face visit by parents/carers and the child, to discuss in detail our routine and procedures of Stanwix Community Pre-School. The Managers will take in to account, if it is in the best interests and the readiness* of the individual child to attend the setting. This is subject to the full approval of the committee. These spaces may be limited to ensure the child to adult ratios are maintained.



STANWIX COMMUNITY PRE-SCHOOL REGISTRATION FORM

*Readiness

1. *The state of being fully prepared for something.*
2. *Willingness to do something*

Most settings will start accepting children at around age 2 ½ and in certain cases accept children from the age of 2 but that doesn't mean your child is magically ready for pre-school when he/she reaches that age.

Readiness for pre-school has more to do with where your child is developmentally. Is he/she socially, emotionally, physically, and cognitively ready to participate in a daily routine with a group of other children?

Has your child spent time away from you?

Starting a setting is a huge step for any child but particularly if your child is very young and has never spent any time away from you. If you have spent every day with them, the child can often find it distressing when left in an unfamiliar environment with unfamiliar adults and without you

In preparation we recommend that you attend various mother and toddler groups and other child group activities. It may be advisable to try leaving your child with a family member to help reduce the child's anxiety at being left without you. Once the child realises you are coming back, they will find it easier. We do not believe that leaving a child to cry continuously will help them settle any quicker and in very young children, it can be hard to settle them, as they may struggle to understand when you are coming back and quite often continue to become more and more distressed. We believe that a child's distress will prevent them from learning and gaining the best from the setting. It also can unsettle and upset the other children.

As our pre-school is an open plan lay out, it may be unsuitable for some very young 2-year-olds with regards to their own health and safety. Children who place objects in their mouths, are unsteady on their feet, climb upon tables, stand on chairs, appear to have no sense of danger, all of which would require one to one with an adult.

We could remove objects and implement safety devices in to the environment, however this will impact on the learning and development of the majority of the other children in the setting.

Although we do have a wide selection of resources for two-year olds, unfortunately we are unable to provide an area specifically for them. Therefore, we do not have cots and pushchairs for nap time, highchairs for snack time or any bottle preparation facilities as you would find in a baby room of a nursery.

- Funded places are offered in accordance with the Early Years Entitlements: Operational Guidance for local authorities and providers (DfE 2018) and any local conditions in place at the time,
- Where it is financially viable to do so, a place is kept vacant for an emergency admission.



STANWIX COMMUNITY PRE-SCHOOL REGISTRATION FORM

- We do not admit a child for less than 2 sessions which must be taken over 2 days as this is not financially viable.
- The setting and its practices are welcoming and make it clear that fathers, mothers, other relations and carers and childminders are all welcome.
- The setting and its practices operate in a way that encourages positive regard for and understanding of difference and ability, whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.
- The needs and individual circumstances of children joining the setting are monitored on 09.1c Childcare registration form, to ensure that no accidental or unintentional discrimination is taking place and that reasonable adjustments are made as required.
- Section 05 Equality procedures is shared and widely promoted to all.
- Places are provided in accordance with 09.1d Childcare terms and conditions issued to every parent when the child takes up their place. Failure to comply may result in the provision of a place being withdrawn.

Admissions

- Once a childcare place has been offered the relevant paperwork is completed by the setting manager or deputy before the child starts and filed on the child's personal file. Forms completed include:
 - 07.1a Privacy notice - explains what personal data we collect, why we collect it, how we use it, the control parent/carers have over their personal data and the procedures we have in place to protect it.
 - 09.1d Childcare terms and conditions - govern the basis by which we provide childcare.
 - 09.1c Childcare registration form - contains personal information about the child and family that must be completed in full prior to the child commencing.

Children with SEND

- The manager must seek to determine an accurate assessment of a child's needs at registration. If the child's needs cannot be met from within the setting's core budget, then an application for SEN inclusion funding must be made immediately.
- Children with identified SEND must be offered a place when one becomes available as with any other child. However, the start date for children with more complex SEND will be determined by the preparations made to ensure the child's safety, well-being and accessibility



STANWIX COMMUNITY PRE-SCHOOL REGISTRATION FORM

in the setting. If a child's needs determine that adjustments need to be made, the manager must outline a realistic timeframe for completion, detailing the nature of adjustments e.g., risk assessment, staff training, health care plan and all other adjustments required. The child's safety at all times is paramount.

- At the time of registration, the manager must check to see if a child's family is in receipt of Disability Living Allowance, if so, the manager must ask for evidence to enable them to claim the Disability Access Fund directly from the local authority. If the family is eligible but not in receipt of the allowance, the setting manager will support the family in their application. More information can be found at www.gov.uk/disability-living-allowance-children/how-to-claim.
- Preparation for admitting a child with SEND must be made in a reasonable amount of time and any delay in the child starting is scrutinised by the setting manager to avoid discrimination and negative impact on the child and family. During a preparation period the family and relevant agencies and the local authority must be regularly updated on the progress of the preparations.

Safeguarding/child protection

If information is provided by the parents that a child who is starting at the setting is currently, or has had involvement with social care, the designated person will contact the agency to seek further clarification.

Parents are advised on how to access the setting's policies and procedures.

Further guidance

Early Years Entitlements: Operational guidance for local authorities and providers (DfE 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/718181/Early_years_entitlements-operational_guidance.pdf