

# Admissions Policy

At **Little Stars**, we are committed to providing an inclusive, nurturing, and high-quality early years environment for children and families in our local community and beyond. Our aim is to be the provider of choice by offering flexible, accessible childcare that meets the diverse needs of families, while ensuring every child receives the support they need to thrive.

## Allocation of Places

Families are encouraged to visit the setting before enrolling. An **assessment** must be completed before a provisional or confirmed place can be offered.

## Immediate Start Requests

Session availability is reviewed by the **U5's Manager** or a member of the **Management Team**. Once a place is offered, parents or carers must confirm acceptance within one week to secure it.

As part of the assessment process, a virtual meeting via Teams may be arranged, along with a possible visit to the child's home or current setting. Invoices are issued monthly in advance and will reflect either Early Years Entitlement (**EYE**) funding or the agreed parental contribution.

## Future Start Requests

Places requested for future starts within the current academic year are not guaranteed, as holding spaces in advance may leave sessions unfilled. However, provisional places may be offered depending on availability and are confirmed at the beginning of the term prior to entry, based on a six-term academic year.

## Early Years Entitlement (**EYE**)

We maintain a waiting list for unavailable sessions. Parents must provide a valid eligibility code before the term begins (e.g., before September for a September start). Eligibility can be checked at [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk).

## 15 & 30 Hour Funding

- Available for eligible 2-, 3-, and 4-year-olds.
- Sessions can be used between 9am–3pm, subject to availability.

### **Additional hours are charged at:**

- £6.51/hour for 3–4-year-olds
- £8.82/hour for 2-year-olds

## Attendance & Inactivity

Children are encouraged to attend regularly, with a minimum expectation of either one full day or two half-day sessions per week. If a child has no bookings or contact for a period of six months, they may be removed from our active register. If they wish to later, they may go onto our waiting list.

When a nursery-aged child reaches school age and leaves the setting, parents/carers who wish to continue accessing our other services may request to be added to the waiting list. A place is

# Admissions Policy

not guaranteed and will depend on availability. If parents/carers choose not to join the waiting list, we will assume they no longer require our services and be taken off our books.

## Eligibility

All applications are assessed by the **U5's Manager**, taking into account parental input, the child's progress toward Early Learning Goals, and feedback from professionals involved in the child's care.

To be eligible for a place at **Little Stars**, children must either have a formal diagnosis, be known to **SEND Early Years**, or be on the pathway to **SEND Early Years**. If, following assessment, we determine that we are unable to meet a child's needs, we reserve the right not to offer a place.

## Support for Complex Needs

For children with complex medical conditions or challenging behaviour, a formal assessment is conducted. External advice is sought to ensure the setting is suitable and staff are trained appropriately.

## Assessment Period

New starters undergo an assessment period during their first term. The **key person** monitors development and liaises with the **Deputy Manager**, **U5's Manager/SENCO**, other professionals, and parents/carers.

If, during the initial assessment process, the child track significantly higher on **Developmental Profile** along with guidance from **SEND Early Years**, we may advise that a mainstream early year's setting would be more suitable. This recommendation is made where we feel we may not be able to provide the level of stimulation or learning opportunities required to best support the child's development.

If significant progress is observed during the child's first term assessment period, a meeting is held to discuss next steps, which may include transitioning to a more suitable placement. We will support families throughout this process.

## Dual Placements

If a child attends another setting, we collaborate with that setting to ensure consistency in care and learning. This may include visits or direct communication with staff.

## Educational Health Care Plan (EHCP)

We support families in applying for an **EHCP**. If a child attends another setting more frequently, that setting should initiate the **EHCNA** process. We will provide supporting evidence as needed.

This policy was adopted by: Michelle Hulse	Date: 20/01/2026
To be reviewed: January 2027	Signed: 