



Bizzy Bees Pre-School CIO  
Memorial Hall Bedford Road  
Wootton  
Bedford  
MK43 9JB  
Tel: 01234 767785  
Website: [www.bizzybeespreschool.org](http://www.bizzybeespreschool.org)  
Email: [bizzybeespre\\_school@btconnect.com](mailto:bizzybeespre_school@btconnect.com)  
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## 10.16 2 year olds policy

### Policy statement

At Bizzy Bees Pre-School CIO we want to offer the best care, support, and nurturing environment to our youngest children. As a setting we strive to bring out the best potential in each child through their play, taking into consideration their individual learning and developmental needs.

The two year olds within our setting are the basis in which we begin their route to further learning and education and therefore our support in theirs and each child within the settings learning is paramount.

We have in place 2-year-old coordinators; **Sarah Meadows and Shireen Done**. These practitioners, alongside other staff in the setting, ensure that our youngest children can enjoy an environment which is safe, have easy access to resources and play experiences which are age appropriate, and access the best possible care and attention to help them develop, grow, achieve their early learning goals, and most of all settle into a new environment with so many learning experiences.

Within our setting we strive to keep up to date and refreshed with all training within childcare and training we see relevant. Infant/Toddler environment rating scale (I.T.E.R.S) is a particular training we have all undergone and put in place within our setting insuring all children have their needs met. Scaling down into smaller groups is a key part to this training as 'each child requires a great deal of personal attention in order to thrive' therefore when the opportunity arises we will create smaller groups within our large group to cater for needs of the children.

### Aim

- We will aim to ensure each child feels safe and secure within our setting, with the help of their key person. This is essential to them settling in and feeling confident and being able to begin their learning with our support.
- We will ensure their learning is play centred and that we take into consideration their interests during planning as well as their needs. Basic needs will be met with the help and support with toileting and meal times.
- We aim to make sure the environment is right for the age and ability of the children, ensuring we have low level activities and age appropriate toys available at all times.
- We will ensure we are kept up to date with all children's progress checks and assessments following the settling in procedure and their time with us.
- Parents as partners is key to us as a setting, helping the children to strive in areas according to their interests and ability, therefore sharing information with our parents is essential.

### How we as a setting will achieve this:

- We hold a new starter parents evening to introduce ourselves and the setting.
- The option of a home visit is available, if you feel this will help your child to settle and feel content with starting their time at Pre-School.

- We allocate a key person before your child starts, with flexibility to be changed if your child forms a special relationship with a different member of staff, to ensure they feel secure, happy and safe.
- The key person will then take into consideration their new starters 'All about me' profile filled in by parents/carers, focusing on the prime areas of development to incorporate their interests into the planning to help with the settling in process.
- New starters will be given the opportunity to visit the setting with parents/carers before their start date to familiarise themselves and help with the settling in process. Some children may take a few days to settle, others may take a little longer, and we as a setting and their key person are here to make their visits positive and to reassure them ensuring they feel safe, secure and happy.
- The key person will ensure they help the new starter to settle, allowing the parents to stay on their first day if they feel they need to.
- The settling in procedure will continue until we, as a key person and the parents/carers feel the child has settled and is happy. All children will have the opportunity to create positive relationships with all members of staff within the setting.
- All staff will observe and continue to make notes on the children during their time settling in and throughout their time within the setting, this may be by taking photos using the 'Tapestry' app or through written sticker observations to record their progress and development.
- Once we feel we have collated enough information on our key child we will then go on to fill out a statutory Two Year Old Assessment when the child is at the age of 24-36 months, taking into account all observations taken out by all members of staff. We will be focusing on the prime areas of learning, Personal, Social and Emotional Development, Physical development and Communication and Language. This assessment is then shared with parents and provides information on the child's stage of development. This also gives us the opportunity to establish any concerns we as a setting or the parents have on the child's development and if necessary implement early intervention to support the child's learning and development.

The process in supporting the children within their learning and development will continue through play, right up until the children are ready for school, ensuring support is given throughout.

### **2-Year-Old Admissions**

Our policy for our 2-year old children applying for a place at Bizzy Bees Pre-School is as follows:

- Children may start at the Pre-School after their 2<sup>nd</sup> birthday
- The Pre-School accept 2-year funded children as well as private payers. 2-year funded children will be given priority.
- All children up to the age of 2 years 5 months will be offered morning sessions ONLY for the first full term (this will include any staggered start dates at the beginning of the term). Admissions will be in September and January (where spaces allow).
- Numbers of 2-year-olds will be limited on each morning session due to staffing ratios.
- Children WILL NOT be offered breakfast, lunch clubs or afternoon sessions within this first term. Should there be availability these sessions can be offered after their first term at the setting.
- We will allow these additional requested sessions after the first term of their attendance, to be allocated to you, so they can start in the following term, should sessions be available when booking your child's place.

Our terms run from:

September – December (Autumn Term)

January – March/April depending on when Easter falls (Spring Term)

April – July (Summer Term)