



Bright Start Montessori

Crofton Oak Scout & Guide Hut, Crofton Road, Orpington, Kent. BR6 8JE

Tel: 01689 850904 **Email:** admin@brightstartmontessori.co.uk

9 Early years practice policy

Alongside associated procedures in **9.1-9.15 Early years practice**, this policy was adopted by Bright Start Montessori on 04/09/2025

Aim

Children are safe, happy, eager to participate and to learn, and supported to reach their full potential.

Objectives

- Young children need to form a secure attachment to their key person when they join the setting to feel safe, happy and eager to participate and learn. It is their *entitlement* to be settled comfortably into a new environment.
- There is a procedure for when children do not settle and for prolonged absences.
- Information is gathered from parents and carers prior to start regarding the child's likes, dislikes, interests, routines, family structure and birth history (see training regarding pre-term births - www.pretermbirth.info)
- We actively promote British values, inclusion, equality of opportunity and the valuing of diversity.
- We operate a positive behaviour management approach.
- Behaviour management procedures cover how staff should respond to all aspects of behaviour, including children who exhibit challenging behaviour towards other children. These procedures build on the Early Years Alliance's approach to learning based on three key statements.
 1. Learning is a lifelong process, which enables children and adults to contribute to and shape their world.
 2. We want the curriculum we provide to help children to learn to:
 - be confident and independent
 - be aware of and responsive to their feelings
 - make caring and thoughtful relationships with other people
 - become increasingly excited by, interested in, and knowledgeable and questioning about the world around them.
 3. We provide a wide range of interesting child-chosen and adult-initiated activities which:



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- give children opportunities to use all their senses
- help children of different ages and stages to play together
- help children be the directors of their own learning
- help children develop an inquiring and questioning attitude to the world around them

Children (2-5 years)

- To feel securely settled and ready to learn, children from two to five years need to form attachments with adults who care for them, primarily to a key person, but with other adults and children too. In this way children feel part of a community of learners; they can contribute to that community and receive from it.

Waiting list and admissions

Our provision is accessible to children and families from all sections of the local and wider community. 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 places. The availability of a place at the setting considers staff/child ratios, the age of the child and registration requirements.

- We operate in an inclusive manner which enables all children and families to access our services.
- We also have regard for the needs of parents/carers who are:
 - looking to take up work, remain in work or extend their hours of work
 - looking to commence training or education
- We work in partnership with the local authority and other agencies to ensure that our provision is accessible to all sections of the community.
- Where the number of children wanting places exceeds the number of places available a waiting list is operated using clear criteria for allocation of places as detailed in section **9.1 Waiting list and admissions procedure**.

Funded places – free entitlement

All 3- and 4-year-olds in England are entitled to 15 hours free childcare and early education each week for 38 weeks of the year. Some eligible two-year-olds and 3-4 year olds are entitled to 30 hours funding. Funded places are offered in accordance with national and local codes of practice and adherence to the relevant Provider Agreement/Contract with the local authority - BSM Admission Policy For Early Years Funding (9.1a)



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Legal References

Special Educational Needs and Disability Act 2001

Special Educational Needs and Disability Code of Practice (DfE 2014)

Equality Act 2010

Childcare Act 2006

Sleep and rest time

Sleep and rest times are key times in the day for being close and promoting security. Younger children will need to sleep but older children do not usually need to. No child is made to sleep.

Children over 2yrs old

- Children sleep on portable rest beds and have their own blanket if required.
- Nappies are changed and heavier clothing removed.
- Hair accessories that may come loose or detach are removed before sleep/rest time.
- A separate area is made quiet, perhaps with soft music playing and lights dimmed.
- Children are settled by the allocated teacher and comforted to sleep. The teacher may gently stroke or pat children.
- If children fall asleep in-situ it may be necessary to move or wake them to make sure they are comfortable, they are not left to sleep in-situ.
- Sleeping children are regularly checked, at least every ten minutes, and are within sight and hearing of staff

Further guidance

[Safer Sleep for Babies](http://www.lullabytrust.org.uk/safer-sleep-advice) (Lullaby Trust) www.lullabytrust.org.uk/safer-sleep-advice

[Safer Sleep Guidance](https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/safer-sleep) (DoE) <https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/safer-sleep>