



PELORUS COMMUNITY PRESCHOOL

Pre-entry visits Policy

Education [Early Childhood Services] Regulations 2008 (and it's Amendments): Regulation 43

Licensing Criteria for Early Childhood Education and Care Centres 2008: Criterion C1, C2, C3, C4

Rationale: To provide a positive transition process into the preschool environment.

Purpose: To ensure the child and parents/whanau are settled and comfortable within the preschool environment and aware of the routines and procedures and build relationships with the key teacher and other staff.

Procedure:

- On receipt of a completed enrolment form and payment of the enrolment fee, the child will be booked in for 3 pre-entry visits for at least one hour duration. This process helps settle the child into the new environment, information regarding the centres Policies and Procedures will be given to the parent/caregiver at this time also. Teachers will be informed so that a key teacher can be selected.
- On the first visit the parent/caregiver and child will be shown around the preschool by the Head Teacher and introduced to the child's key teacher. Parents are required to stay with their child for at least the first 2 visits.
- On the 3rd visit if the parent feels comfortable with the transition process it is suggested that they leave the child in the care of the key teacher and perhaps have a coffee in the office or leave the centre for 30mins, but must be contactable at all times.

- After the 3rd visit in consultation with the parents and key teacher it will be decided whether the child needs more visits or perhaps start with shorter days building up to coming full time.
- Before the child starts the key teacher and parent/caregiver will have an informal discussion of the aspirations and needs they have for their child as well as any cultural preferences.

Licensing Criteria

- The service curriculum is consistent with any prescribed curriculum framework that applies to the service (C1).
- The service curriculum is informed by assessment, planning and evaluation (documented and undocumented) that demonstrates an understanding of children's learning, their interests, whanau, and life contexts (C2).
- Adults providing education and care engage in meaningful, positive interactions to enhance children's learning and nurture reciprocal relationships (C3).
- The practices of adults providing education and care demonstrate an understanding of children's learning and development, and knowledge of relevant theories and practice in early childhood education (C4).

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