Inspire Partnership

Transforming childrens' lives through partnership and collaboration

Admissions & Overview of the Woodside Primary Lower Nursery 2-3 Year Old Provision

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Admissions

Welcome to Nest! We provide an enriching and engaging learning experience for 2-3 year olds through our morning and afternoon sessions, which run throughout the academic year and follow published term dates.

Morning session: 8:45am - 11:45am
Afternoon session: 12:30pm - 3:30pm

We have a limited number of full-time 30-hour places in our Lower Nursery, allocated according to our admissions criteria.

Full time: 8:45am-2:45pm

We also offer a full extended day until 3:30pm. This option includes chargeable extended day supervision - more information can be found below.

Our Lower Nursery is for children aged 2-3 years. For the academic year commencing in September 2026, children eligible for our Lower Nursery will typically have been born between 1st September 2023 and 31st August 2024.

Children who turn 3 before 1st September 2026 will be eligible to start in our Upper Nursery (see our Upper Nursery Admissions Policy).

Eligibility Criteria

All 3-year-old children are entitled to 15 hours of free early education per week.

Additionally, from September 2026, eligible working parents of children aged 2 (and up to 3 years old) will also be entitled to 15 hours of free childcare. Some 2-year-old children are also currently eligible for 15 hours of free childcare if their families meet certain criteria.

To check your eligibility for the working parent entitlement for under 3s or the criteria for 2-year-old funding, please visit the Childcare Choices website: https://www.childcarechoices.gov.uk/

Important Information Regarding Working Parent Codes (for children under 3 years)

For working family codes (both the 15-hour entitlement for under 3s and the 30-hour extended entitlement for eligible 3 year-olds) to be valid for each term, the start date of the code must be on or before a specific deadline set by the government for that term. If the code's start date falls after this deadline, it may not be valid for claiming the funded hours for the entirety of that term.

Please be aware that these codes **must** be renewed with HMRC **every 3 months**. Parents/carers will receive reminders from HMRC to renew their code; however, it is the sole responsibility of the parent/carer to ensure their code is renewed on time to maintain their funded entitlement for each term (whether it's 15 or 30 hours).

Parents/carers can renew their codes up to 4 weeks before the current code is due to expire. We strongly advise you to regularly check the expiry date of your code and renew it promptly to avoid any disruption to your child's funded hours at the start of a new term.

Therefore, to ensure a smooth start for children accessing the working parent entitlements (both 15 hours for under 3s from September 2025 and the 30 hours for eligible 3 year-olds), you should:

- **Apply for your code as soon as possible** through the Childcare Choices website: https://www.childcarechoices.gov.uk/.
- To allow us sufficient time to validate your code before the start of the Autumn term, we ask that you provide your code to the school office by the **end of the Summer term (Friday 18th July) at the latest.**

It is the responsibility of parents claiming any working parent entitlement to ensure they have a valid working family code at the start of each term. Failure to provide a valid code by the required deadlines will mean that the funded hours may not be applied, and parents will be liable for the full cost of their child's sessions until a valid code is provided.

Application Process for Lower Nursery

To register your interest in a place at our Lower Nursery for 2-3 year olds, please complete our online application form.

Following the submission of an application, a tour of the nursery with your child is a compulsory part of the admissions process. This visit allows us to meet your child and for you to experience our environment.

After the tour and further assessment, if we conclude that the level of support your child requires is beyond the scope of the provision we are currently able to offer, we will discuss this with you. In such cases, we reserve the right to not offer a place. We will have an open conversation with you to explore educational options that would be in your child's best interest.

If there are more children on the waiting list than places available, priority will be given in line with the Oversubscription Criteria.

Any children who do not receive a place will be signposted to other local nurseries who may be able to offer them a place.

Oversubscription Criteria for Lower Nursery

1. Children with 30 hour codes attending full time.
2. Children of staff at the school.
3. Children who are 'Looked after' in accordance with section 22 of the Children Act 1989.
4. Children who are on the Child Protection Register and live in the normal area served by the school.
5. Children who have siblings of compulsory school age attending the school at the time of admission.
6. Children where there is outside agency involvement.
7. Children living nearest to the school as measured in a straight line using Croydon Council's distance criteria.

If there are more children within a category then there are places available, places will be allocated in date of birth order, starting with the oldest child.

Children who have an education, health and care (EHC) plan that names the school are admitted before the oversubscription criteria is applied.

Where distance is the same for two or more applicants, random allocation will be used, which will be independently verified.

We have a limited number of full-time 30-hour places in our Lower Nursery, allocated according to our admissions criteria.

Withdrawing Offers

Once a written offer has been made, there are limited circumstances in which an offer can be withdrawn – these are as follows:

1. Offers made on the basis of fraudulent applications
2. Offers made on the basis of intentionally misleading applications
3. Parents not responding to an offer within four weeks
4. A child is in receipt of more than their entitlement of nursery education
5. A family registering their child at two maintained settings
6. There are outstanding / late payments in relation to paid sessions

Refusal of Admission

A child is only refused admission if one of the following criteria are met:

- The nursery has reached its admissions limit
- The child is not of the appropriate age

Parents do not have a statutory right to appeal the school's decision regarding nursery admissions.

Parents may appeal to the SEND tribunal against the provision named by the authority in the EHC plan.

Waiting List

Parents may register their interest in a place in the Nursery at any time following their child's birth, by completing the online form. The child's birth certificate will be required as proof of their date of birth. These children will be entered on a waiting list to be considered for a place when they reach the appropriate age. Placing a child's name on the waiting list does not guarantee that a place will become available for the child. The date on which a child was added to the waiting list will not be taken into consideration when places are offered.

Offering Places

The main point of entry to the Lower Nursery will be in September each year. Places for the September entry will be offered during the preceding Summer term to children who will be 2 years old by 31st August of that year. If there are more children on the waiting list than places available, priority will be given as per the oversubscription criteria.

Places will be offered by contacting parents by letter or telephone using the contact details provided. If no response is received within 4 weeks of making the offer, the place may be offered to another child on the waiting list.

If places are available for entry in the Spring or Summer terms, these will be offered to children on the waiting list who have reached the eligible age.

Full Time and Extended Hours

We offer an extended day (2:45 pm-3:30 pm) as an optional service that extends beyond the 30-hour provision for children attending full time.

If you would like your child to stay for the extended day, there is an additional daily cost (as detailed below).

If your child attends full-time but you do not wish to use the extended day, they will need to be collected at 2:45pm.

Additional Costs

- **Children Not Eligible for 30-Hour Funding (Requesting Full-Time):** There will be a daily charge of £36 for the additional 15-hour session to create a full-time place. If you also wish for your child to attend for the extended hours, there will be an additional daily charge of £9 for supervision.
- **Children Eligible for 30-Hour Funding (Requesting Full-Time with Extended Hours):** There will be a daily charge of £9 for supervision (2:45 pm - 3:30 pm).

Important Note: For all children attending full time, please provide them with their own packed lunch. School dinners are not provided.

Payments

All payments must be made in advance, either through Arbor or using your government childcare account, which can be accessed here: https://www.gov.uk/sign-in-childcare-account. Payments for each half term are due by the last working day of the previous term. If payment is made via your government childcare account, you will need to provide proof of payment to the school office (e.g., a screenshot or confirmation email) by the payment deadline:

- Payment at the end of Summer 2 term (16th July 2026) for Autumn 1 provision (September 2026 start)
- Payment at the end of Autumn 1 term (16th October 2026) for Autumn 2 provision (2nd November 2026 start)

- Payment at the end of Autumn 2 term (18th December 2026) for Spring 1 provision (4th January 2027 start)
- Payment at the end of Spring 1 term (12th February 2027) for Spring 2 provision (22nd February 2027)
- Payment at the end of Spring 2 term (25th March 2027) for Summer 1 provision (12th April 2027)
- Payment at the end of Summer 1 term (28th May 2027) for Summer 2 provision (7th June 2027)

For children starting after the beginning of the Autumn 1 term (September 2026), payment for the remainder of the current half term will be required prior to their start date.

If your child is absent for a session, no refund is offered.

Settling into Woodside Lower Nursery

This is a really special time for you and your child and we aim to make the transition as smooth and enjoyable as possible. At Woodside we firmly believe that you, as parents/carers, are the first and most enduring educators of your children and we work together with you as partners.

Welcoming Session (one-hour visit)

We will ask you to stay in The Nest to support your child on this first visit and to stay for one hour only. We hope you will enjoy playing with them, exploring the resources and helping them to become familiar with the new environment and adults. If you are a working parent and unable to stay, it is a good idea to arrange for a relative or childminder to stay and help your child settle in. We are aiming to make your child feel happy, secure and confident.

First Day in The Nest

This will be discussed during your home visit. If your child is joining the provision mid-way through the year, a separate meeting will be organised by appropriate staff.

Second and subsequent days in The Nest

Please bring your child at 8.45am (morning children) or 12.30pm (afternoon children).

Some children settle really quickly, but for others it takes some time. If your child does need some extra support for a while, don't worry, the best way to handle it is to reassure your child and to stay and play! When your child feels secure enough to become involved in play, you will be able to leave them for the whole session. We may ask you to stay away for a slightly shorter time and return before the end of the session.

Staff will talk to you about the best arrangements for your child. If you are asked to return to The Nest at a given time, please tell your child you are leaving and that you will be back soon.

Sometimes children who settle very quickly at first can become unsettled a few weeks or even months later. This may just mean the novelty has worn off, or there has been a change in routine or at home. If this happens, please be patient and be prepared to spend a little more time in The Nest with your child.

Attendance

Children should attend school daily and on time. It is important to be punctual to ensure they do not miss out on vital learning opportunities or disturb others' learning. It can also be unsettling for your child to arrive late to the session.

If your child has suffered diarrhoea or sickness, please keep them home for at least 48 hours after the symptoms have gone.

Any medical or dental appointments should be made outside of the school hours where possible. Where this is not the case, please inform the school office in advance (please see contact details on the front of this admissions booklet).

In the instance you are late to pick up your child you must contact the school office on 020 8654 5333. Any repeated instances of lateness or lateness without acceptable reasons may result in your child's place being withdrawn.

As Nursery is a non-statutory provision, we reserve the right to withdraw places, following consultation with the Senior Leadership Team, if attendance has been below 90% and parents or carers have not responded to support given to improve this.

Medicines & Allergies

If your child is taking any prescribed medications, the school's First Aid and Medicines Policy will apply.

Any allergies, including asthma, should be indicated in the admissions form. A further meeting may be required if any information is needing to be clarified.

Drop-Off / Pick-Up

For your child's safety and security, please always inform us in advance if someone other than the usual parent/carer will be collecting them. We will only release a child into the care of individuals who have been previously authorised by you.

Children in the Nursery cannot be collected by anyone under 18 years of age.

Communication

If you have any worries or concerns, please come and talk to a member of staff. We will always do our best to help.

Practical Information

Clothing

To ensure your child can fully participate in our active learning environment, which includes messy play and outdoor activities, please dress them in comfortable and practical clothes that they can manage independently. We recommend items such as sweatshirts, jogging bottoms, and Velcro trainers. School uniform is not required. Please also ensure their shoes are suitable for using the outdoor climbing and balancing equipment.

We actively encourage children to develop independence in dressing. Therefore, when choosing your child's clothing, please consider fastenings that are easy for them to manage themselves, such as Velcro, straps, and clips, including on their coats. Belts, buttons, and tight zips can be challenging for young children to undo quickly when needed. Your support in choosing easily manageable clothing will help your child feel more confident and independent.

We want ALL children to benefit from, and enjoy, the indoor and outdoor areas safely.
Children need:

- Flat sensible shoes which are easily fastened (e.g. velcro)
- Warm clothes, even for indoors as children move between the indoor and outdoor areas frequently and the outside door is always open. Layers of clothing are sensible
- Clothing which will not get caught in bicycle wheel or on the climbing frame
- Warm coats, hats, gloves and scarves in the winter
- Waterproof coats for rainy weather (the rain does not stop outdoor learning)
- Protection from the sun in the summer

Change of Clothes

Please have a set of spare clothes available on your child's peg. Even children who are competent toilet users can sometimes misjudge the distance to the bathroom. Water play can sometimes get very exuberant! Please remember to label/write your child's name on their clothes. Although children are encouraged to wear aprons in all messy play, there will be times when clothing becomes strained or dirty so please dress children in appropriate clothing.

Toileting

Our Lower Nursery provides a nurturing setting where we support children's individual development, including toilet training. Our staff will work with families to encourage progress, and we have dedicated changing facilities available. Parents are asked to provide nappies and wipes in a labeled bag for their child.

Water

Water is freely available throughout the day, both inside and out. Children can bring in their own named water bottle from home. Only water is allowed - children should not bring juice.

Fruit

Each day, a piece of fruit is provided by the National Fruit Scheme at no charge. This encourages children to choose healthy snacks, building good habits.

School Milk

Under-fives are entitled to free school milk each day. If you would like your child to be included in this scheme, please complete the application form at www.coolmilk.com. [Please wait until August to make your application as the website will not update with new classes until then.]

Nut-Free

As a nut-free school, no products containing nuts should be brought into school. There are children in the school with severe allergies to nuts; your support is appreciated.

Our Approach to Learning

Teaching and Learning

We recognise that parents and carers are a child's first educators. In the Nursery, we work as a team in partnership with parents. We value and build upon the varied experiences which each child brings to school.

In the Lower Nursery we give lots of opportunities for children to explore and experiment. We provide a stimulating, attractive, well-organised and safe environment to support the children in their learning.

The Early Years Foundation Stage Curriculum

The Lower and Upper Nursery and Reception classes form the Early Years Foundation Stage, which has its own curriculum.

Children develop in widely different ways at this age and activities are geared for their individual needs. There are seven areas of learning in the Early Years Foundation Stage.

There are three prime areas of learning:

Prime areas are fundamental, work together, and lead on to support development in all other areas of learning.

- Personal, Social and Emotional Development. This area of learning forms the basis upon which the children's success as future learners will depend. It focuses on the child's attitude towards learning, and the way they work as a member of a group. They learn how to help each other and build self confidence.

- Physical Development. The children develop fine motor skills such as holding and controlling a pencil and cutting with scissors. They develop gross motor skills such as spatial awareness, jumping, balancing, climbing safely and using wheeled toys.

- Communication and Language. Children develop their listening and attention skills and their understanding of language. This occurs through sharing news, joining role play, answering questions and telling stories which extend their vocabulary.

There are four specific areas of learning:

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy. This includes reading and writing. They share books and handle them with care. The children learn about the importance of reading in everyday life. They begin to learn the names and sounds of letters. They will have the opportunity to 'play' at writing in a range of real-life contexts, such as writing lists, making books and jotting down messages.

- Mathematics. The children are introduced to basic mathematical concepts, such as sorting into sets, matching, pattern, measure and shape. They understand, use and recognise numbers from zero to at

least five, counting further, and develop an awareness of larger numbers in their everyday lives, such as their door numbers.

- Understanding the World. The children use their senses to explore the world around them, and to become familiar with their immediate environment. They learn how to use a computer to support their learning. They explore past and present events in their own lives and they learn about the cultures and beliefs of others.

- Expressive Arts and Design. The children will be given the opportunity to express themselves through painting, drawing, collage and textiles. They will engage in imaginative role play and model making. They will also have the opportunity to respond to a range of music and experiment with a range of musical instruments. They develop their skills in construction and design using a variety of materials and tools.

Learning Through Play

We promote learning through play. We give lots of opportunities for children to explore and experiment. Children learn most effectively when they are interested. Learning through play enables children to experiment and develop ideas, and problem solve. The children have access to the indoor and outdoor learning environment. The staff team base themselves indoors and outdoors. The staff work with all the children supporting their interests and extending their play; staff will play alongside children modelling different ways of using the activity/equipment, introduce new ideas, extend the child's vocabulary and develop new concepts.

Recording and Assessment

We recognise the value of records based on information shared between home and school. Assessment will concentrate on the child's strengths and areas for development, in order to celebrate their achievements and set the next steps for learning.

Teamwork and Parental Involvement

The Nursery welcomes and values support from parents and carers. Every Friday, the Lower Nursery welcomes in parents and carers for 'Family Fridays'. For volunteering opportunities, please enquire at the office.

Welfare and Progress

We are happy to discuss any exciting achievements you may have noticed in your child's development, or any concerns you or your child may have, however large or small. Appointments can always be made to see an individual member of staff.

The Wider School and Partnership

Partnership

Woodside Primary School is part of the Inspire Partnership whose values are:

- **Collaboration matters** because this creates shared agency amongst staff, pupils and our wider communities. We are stronger together and can achieve more through working in partnership.
- **Excellence in everything** is a core value because we believe learning is an artform, measured best through the journey and the quality of the outcome. Excellence is inclusive because it creates a shared expectation in everyone to achieve.
- **Community first** connects our mission to transform lives with our vision to ensure pupils have the skills, qualities and attitudes to achieve the very best. Leadership behaviours for everyone are rooted in serving communities, especially those who need us most.
- **Equity for everyone** exists to ensure we are fair, enact ethical leadership and strive to remove barriers to learning wherever they exist.
- **Continuous growth** applies to us as leaders of learning as much as children discovering the joy of learning. We all have the capacity to grow new skills, learn knowledge and gain new experiences. We grow best in a climate of trust, reciprocity and connectedness.

We will encourage the children to embed the values in their home and school life, and wll plan for these throughout our curriculum.

Values and Behaviour

As a values-based school, we expect all our children and members of our community to model our school values. We aim to establish a caring atmosphere where all children feel valued and develop a love of learning. We encourage self-discipline and believe in positive reinforcement, praise and modelling good behaviour. Our Behaviour Policy provides full details of how we deal with any unacceptable behaviour.

Equal Opportunities

We believe all children are special and have individual needs, and plan a broad curriculum appropriate to the needs, abilities and interests of the individual child.

We encourage children to develop respect for themselves, others and the environment, and to listen to and value the contributions each child has to make.

We learn about each other's cultural backgrounds and learn to respect one another through story activities and celebrations, such as Christmas, Diwali and Chinese New Year.

We believe that all children, regardless of gender, should be encouraged to undertake a wide range of experiences and roles from cooking and parenting, to managing and building.

We hope you will join us in reinforcing these values throughout your child's development.

Safeguarding / Child Protection

While your child attends this school, we have a legal duty of care to protect your child from harm. We look after your child while they are in school but we also look after their best interests outside school. In the first instance we believe any disclosures your child makes and will refer them to other agencies if necessary. All legal procedures will be followed in line with our Child Protection and Safeguarding Policy.