RESOURCE 2 | SUPERVISORS DIRECTORS AND OPERATORS

Enrolment and Family Confidence

A practical review kit for matching openings, making your value visible and choosing a response when enrolment patterns shift.

1 Start with an opening you can actually offer

Review one opening over the next 30 to 90 days. Include expected starts, departures and age transitions. Verify staffing and room capacity before offering a place.

Room / ages	Days and hours	Available from	Confirmed starts / action

2 Confirm who still matches

For eligible waitlisted families, check age, days, hours, desired start date, current interest and fee understanding. Apply your published priority rules. Record the next contact date and outcome.

Ask: “Have your care needs changed since you first contacted us?”
Then: “Would these days, hours and this start date work for your family?”

3 Use clear stages

Stage	What it means
Inquiry	A family has asked about care. This is not a confirmed application or place.
Tour attended	The visit happened. Keep booked tours and attended tours separate.
Offer made	A specific opening has been offered, with a clear next step under program policy.
Accepted / onboarding	The family has accepted; any required registration steps are being completed.
Start confirmed	Your program’s confirmation requirements are met and the start date is recorded. A future start is not current occupancy.

System connection: Use ChildFriendly Pro registration, waitlist, availability and onboarding information. Keep any supplementary review tracker secure and use family references rather than names in team discussion copies.

POSITION AND PROOF

Give Families a Reason to Choose

Choose a real family need your full-time program can meet consistently. Check local alternatives before describing a strength as a difference.

Review three nearby programs' public information. Compare ages, hours, schedules, fees and the evidence they show. Note what remains unknown. Avoid assuming that a missing website detail means a program does not provide it.

The family need we hear repeatedly

Make the promise verifiable

Family concern	Evidence to show
"Will my child settle and belong?"	Your actual arrival routine, educator introductions and process for learning about the child.
"Will I know what my child is learning?"	A de-identified learning update that explains the child's thinking and the educator's role.
"How do you handle concerns?"	How leaders listen, act, explain follow-up and check that an improvement lasts.

Our specific promise in one sentence

What a family can see that supports it

Use the tour to learn as well as explain

Before: "What matters most as you choose care?"
During: "You mentioned ____. Let me show you how we approach that."
After: "What would you still need to know to decide whether we fit your family?"

Consistency protects confidence
Check that families receive the experience you described in every room. Share inspection information accurately, explain corrective action when needed and close the loop on concerns. Follow local requirements and protect confidentiality.

DIAGNOSE AND TEST

Choose the Response That Fits

Use comparable information and family feedback. A pattern helps identify what to investigate; it does not establish why families made their decisions.

Read the pattern before choosing the action

What changed	First investigation
Fewer suitable inquiries	Check the opening's age, schedule and start date in your message. Review local visibility and changing family needs.
Inquiries, but fewer tours attended	Review response time, answers, booking clarity, practical fit and attendance follow-up.
Tours attended, but fewer enrolments	Ask what remained uncertain. Review fees, hours, alternatives, the tour's evidence and follow-up.
Vacancies with a long waitlist	Reconfirm the specific matches and current interest. Separate names on the list from families ready to accept.
More withdrawals	Separate expected age or school transitions and relocations from concerns your team could address.

Illustrative comparison: Both completed inquiry groups had 20 suitable inquiries and 10 attended tours. Enrolments fell from 6 to 2. Inquiry-to-tour stayed at 50%; attended-tour-to-enrolment fell from 60% to 20%. Investigate the decision after the visit.

Use the same definitions and follow-up period for each group. Do not divide this month's starts by this month's inquiries when they involve different families. Small groups can fluctuate; confirm the pattern with feedback.

Set one test for the next 30 days

Opening or stage under pressure and the evidence

One change we will test and the person responsible

What we will measure and the review date

At review: What changed? What did families tell us? Will we keep, adjust or stop the change? Check that the improvement fits staffing, funding and licence conditions before expanding it.