



Settling in Procedure

Introduction

We recognise that starting nursery has the potential to be a difficult time for some children and their families. We aim to support parents and carers to help their children to settle with ease by giving consideration to their individual needs.

We work to ensure that parents have confidence in their children's well-being by helping their children to become confident and settled in their surroundings. We also develop our relationships with parents and carers so that they understand their role as partners with us.

We therefore have developed the following settling-in policy to help us to plan and implement welcoming strategies for all children and their families to ensure that there is a strong link between home and school.

Sharing Information

(See also Parent Partnership Policy)

Parents/carers provide us with written information about their child by filling out the "all about me" form in the welcome pack they are sent as part of the booking in process. Parents are also provided with information about our policies and procedures in their welcome pack and they are encouraged to look on our website for more information. Prior to registering, parents will have already been shown around the nursery and have seen the classes in action during one of our tours.

Once the parents have accepted a nursery place, they are encouraged to come and see the nursery again, especially if they have been on the waiting list for a long time. Depending on what has been agreed upon by the key person and the manager, their child may come into class for a small visit.

Each child is allocated a key person before they start nursery. The key person and the head of the room will help to oversee the child's settling in process, as well as plan activities based on that child's individual needs and interests. At the beginning of each term, parents of children who are moving into a new room, or joining a class, will be invited to an induction presentation so that they may learn more about the class and its routines, share information about their children and ask any questions they may have. These presentations usually take place termly, on one of the inset days.

Policy dated: January 2018

Policies are reviewed and updated regularly in line with updates and changes in legislation.

Settling in Process

Nido Room

The settling in process is different according to the child's and parent's needs. At the initial meeting with parents the head of room will discuss settling in. The important points discussed are, how social the child is? Has the child been left with others other than parents etc? The teacher will gather information as to how the child sleeps, how he/she calms down, how to distract, favourite toys, songs and books. How he/she likes his bottles ie warm/lukewarm.

Parents are also encouraged to bring a family picture to be kept in the class to be looked at by the child.

When the parents need to go back to work, a discussion will be had on subjects such as:

- The use of dummies/pacifiers are discouraged but will be used in the settling in period but gradually weaned off once the child is settled and happy.
- The convenient times for the baby to arrive without disturbing their nap or meal times.
- A communication book, which is given at the initial meeting to the parents to write down the child's routine and this book will be used to communicate to the parents how the child was at nursery. Parents are encouraged to write important things such as bottles taken in the morning, naps, and any behaviour changes.
- An agreement for a 2 hours settling-in period for the first day.

At the end of the first day of settling the teachers discuss the child's progress and decide whether the child can increase their hours or if they should repeat the same hours for the following day. If a child is completely at ease on the second day and the teachers feel that he/she can continue to play for another hour or so the teachers will call and inform the parent to come to collect at a later time. In the same way if teachers feel a child is too distressed they will call and ask the child to be picked up earlier.

Gradually the time spent in nursery is increased to having breakfast, then sleep, lunch, afternoon nap then to tea and so forth.

If a parent wishes to spend more time with the child during her maternity leave we are happy to do half days until it is time for her to return to work.

Every effort is made to follow the child's routine and keep the child happy during the settling in period.

Infant Community and Children's House

Parents/carers will attend an information session with their child's teachers where they will learn about the daily routines of the class and share details about their child's interests. These sessions usually take place termly, on one of the inset days.

Policy dated: January 2018

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There will be a parent/teacher meeting planned for each term. The new parents will have the opportunity to discuss how their child is settling into their class and discuss their child's development. Together they will work on the "next steps" to support their child's learning and development.

Daily welcoming of children

A member of the class team will meet the parents/children at the classroom door to greet them. Parents /carers will have provided photos of their child ahead of time. These photos will be used to label the child's peg in the corridor and their tray in the classroom. The photos will help the child to see that he/she has a place in the nursery and to develop self-awareness.

Parents/carers should assist their child in the corridor promoting as much independence as is age appropriate; for example a very young child can find their own shoes and an older child can put them on independently.

Parents are encouraged to keep goodbyes "short and sweet", saying goodbye and reassuring their child that they will be back for example, "after lunch", a specific event such as lunch or playtime is much easier for a child to understand than "later" which is a difficult concept for young children to understand.

If parents/carers have any specific concerns, and would like to discuss their child's progress; they are encouraged to make an appointment with their child's key worker.

At all times, the individual needs of the child and the parent will be taken into account, this procedure is just a guide.

At all times, whenever possible, parents are advised to use the First Month of attendance as the Settling-In Month.

Links to the Statutory Framework for the Early Years Foundation Stage **Section 3: The Safeguarding and Welfare Requirements (March, 2017)**

- Key person
- Information and records