



## **Settling In Policy**

### **Policy Statement**

We understand that for some families starting at Little Legs Montessori, this will be the first experience of regular separation. In each case we try to make it as easy a transition as possible, so both parents and children are able to fully enjoy the experience and thrive. We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We want parents and carers to have confidence in both their children's well being and their role as active partners with the setting. We want the setting to be a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families. We recognise the importance of a paced entry procedure for all new entrants and implement daily welcoming strategies throughout the year for all parents and children.

### **Method**

#### ***Induction***

- Before a child starts to attend the setting, we use a variety of ways to provide parents with information, during their first visit/show round the setting. These include written information (including our parent leaflet and policies), displays about activities available within the setting, information days and evenings and individual meetings for key workers and parents.
- Prior to the child's first visit, parents are issued with various administration forms to complete.
- We may offer a home visit where possible by the child's key person, to ensure all relevant information about the child can be made known, and any targets/next steps are discussed.
- When a child starts to attend, we explain the process of settling-in with his/her parents/ carers and jointly decide on the best way to help the child to settle into the setting.
- Children and their parents/carers are invited to visit the preschool for a 'taster' session. This is usually in the half term before the child begins. During the 'taster', children and parents are introduced to the staff and, the child's key worker and informed about preschool routines. The children are encouraged to take a full part in the session.
- In the weeks leading up to admission we employ a very flexible approach and discuss the number and length of sessions in preparation for staying all morning. This may need to include an early pick up or later drop off to suit individual needs.
- Once the child has started nursery, staff will agree the best settling procedures with the parent/carer. Most children settle immediately and are able to stay for the full session from the outset. Some children require more support to make the transition to nursery, a positive experience for them. Settling strategies may include e.g. initially staying for the shorter part of a session, initially attending fewer sessions of the week, parent/carer staying for the first half hour until the child is more confident staying on his/her own.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We have experience of settling many children into our school, and the staff are well qualified and experienced in childcare. We use this experience to advise and reassure parents whose children are taking a long time to settle, and are ready to discuss any anxieties parents may have.
- Staff will constantly review settling progress and discuss next steps with parents/carers.
- We reserve the right to delay the start of a child if we feel they are not ready for the preschool environment, although this rarely happens as staff are very experienced in this area and knowledgeable in child development.

- We plan for a mixed age group on all nursery days so that new children will learn from the more established children.
- Children will be settled on an individual basis, every child has different needs and will be treated as such.

**Daily Welcoming of Children**

- A member of the preschool team welcomes children and parents/carers at the classroom door.
- Parents/carers should then assist their child in the cloakroom, promoting as much independence as possible. There are individual pegs for coats and bags, labelled with their name.
- When children enter the classroom, they are welcomed by a member of staff and select their name badge for their tray, and put their snack in the basket.
- Children are then encouraged to have a time of free play. Occasionally, children may need the support of the key person or parent/carer to settle and subsequently select an activity they feel comfortable with. Children are able to mix with all children in the preschool.

**Sharing Information** *(Please see separate Partnership with Parents Policy)*

- Parents/carers wishing to discuss the progress of their child should seek a mutually convenient time when staff would be available to talk.
- Information is available from the various notice boards, newsletters, regular emails, leaflets and posters displayed in reception area.
- Within the first term of starting we discuss and work with the child's parents/carers to help plan the child's learning.

***We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.***

**The following procedures and documentation in relation to this policy are:**

*Preschool Policies*

- Communication with parents
- Parental Involvement

**In compliance with the Statutory Framework for the Early Years Foundation Stage 2012**

Section 3 Safeguarding and Welfare Requirements

Key Person 3.26

This policy was adopted by \_\_\_\_\_ *(name of provider)*  
 On \_\_\_\_\_ *(date)*  
 Date to be reviewed \_\_\_\_\_ *(date)*  
 Signed on behalf of the provider \_\_\_\_\_  
 Name of signatory \_\_\_\_\_  
 Role of signatory (e.g. chair, director or owner) \_\_\_\_\_

