



## **Settling In Policy**

### **Our Aims**

At the Pre-School we strive to make our children feel safe and secure, within a safe nurturing environment, in order to make the most of all learning opportunities.

We ensure families are welcomed, valued and confident that the links between home and school are established and strengthened. We also want you as parents / carers to have confidence in both your child's wellbeing and your role as an active partner within our setting.

### **We believe the settling in period is important because:**

- Your child is entering a new environment and will be getting used to a large group of people – adults and children.
- It may be the first time your child has been away from home or separated from parents.
- A child may have had a long term absence for whatever reason and may need time to be familiar with the environment again.
- It enables parents and staff to form a relationship in order that parents feel confident in leaving their child with the key person and also sharing relevant information during the Initial Parent Consultation.
- Parents / carers and the key person can jointly decide the best way to settle the child into our pre-school.
- It is important that parents can observe the high standards of practice in the nursery and learn about our systems.
- The child will be part of a new routine.

The settling in period is an on-going process in the Pre-School and therefore it is vital that we get it right. One of our main features is communication between parents / carers and the staff.

We ask that when you leave your child, you say goodbye and fully explain to them that you will be coming back later. You could let them know when you are coming

back and within the routine there could be a sign of when it is nearly time, for example, “It is nearly mummy time after you have had a story”.

We reserve the right not to accept the child if they become too distressed without a parent / carer during the settling in period. We will work closely with the parent / carer, planning to start with 15 minutes and building up to 30 minutes, 1 hour, and then the complete session. We will ask the parent / carer to remain with the child during this time to offer support. Gradually, over time, we will decrease the time until the child is comfortable and well settled with us.

There will be regular informal feedback sessions on the “settling in process” with parents / carers at the end of the session.

### **What the children will learn during the settling in period:**

- The layout of the setting, in and out of doors.
- Where to find their personal belongings, e.g. coat, bag, shoes, nappies, own named tray, own photograph to register and to place above their hook.
- Daily routines, e.g. snack and lunch time, using a potty / toilet, play time, tidy up time, group time, picking up at the end of the session.
- Within the whole of the environment, they are able to make choices about what they would like to do.
- Names of the different areas in the setting, e.g., home corner, book corner, writing area.
- Pre-school expectations, e.g. wearing an apron for messy activities, alternatively they need to change their dirty clothes.
- Learning basic hygiene, e.g. washing hands, using a tissue.
- Knowing names, especially their key person and other members of staff in the setting.
- To show their feelings, e.g. “It is okay to feel sad and cry,” when left for the first time. The key person will comfort and support the child to build their confidence to be in an unfamiliar environment.
- To be able to approach their key person.
- To enjoy coming to pre-school

**The child’s initial separation from parent / carer and home should be made as gradually and gently as possible, ensuring a smooth transition into pre-school.**