

## **Settling in policy**

### **Aim**

We want every child to feel safe and confident here at Neatishead and Barton Pre-school and to form a secure relationship with a key worker for the child to thrive. We create a welcoming environment where children settle quickly, providing individual care to the child by working closely with parent(s)/carer(s).

We recognise that for some children and parent(s)/carer(s), starting a new setting can be a worrying time. We make sure we have robust settling in procedures and a key person approach for us to get to know the child and parent(s)/carer(s), giving them the reassurance to feel safe. As outlined in the EYFS: 'Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with parent(s)/carer(s).' (EYFS, 2012, p.18)

### **Implementation**

We start the settling in process before entry as we recognise this as a crucial time to build relationships and establish a two-way dialogue.

- We provide the parent(s)/carer(s) with all the relevant information before a child starts.
- New parent(s)/carer(s) meeting – to meet all the early years team, find out about the curriculum and if the parent(s)/carer(s) choose, to walk around the setting.
- All relevant policies and procedures are explained during these information sharing opportunities.
- We explain the settling in process to parents however, we are flexible to meet the parent (s)/carer (s) and child's needs. We recognise that different children have different ways to be settled/ the length of the process may be different, but we work with the parent(s)/carer (s) to devise a strategy together.
- Opportunities are available for the child, with the parent/carer to visit prior to starting. Parent(s)/carer(s) may stay and play if they wish. We encourage at least one visit, but cater to the individual child. This visit provides an opportunity to get to know the staff, talk about the individual child, any particular needs and familiarise themselves with the setting. Home visits are also available to those parents who request this option.
- Parent(s)/carer (s) are asked to complete registration forms and settling in forms, for the adults to get to know and help the child to settle more easily.
- Every child in Pre-school is assigned a key person during the initial stages who helps the child to become familiar with the setting and develops a close relationship with them and the parent(s)/carer(s).
- Each adult has a small group of children with whom they spend time and get to really know personally and build these close relationships. They provide the care, individual attention and support that the individual child requires.

- When allocating the key person, rotas are considered and also children's choices are respected as they are often drawn to an adult. The children also have a second key person in case of absentees.
- The key person helps the child to settle in gradually. They greet the child in the morning. At the end of the day, the key person can tell the parents about the child's day and information is shared between pre-school and home with the use of a 'home school diary'.
- During the first days, children are shown where their own personal drawer is and peg. Lots of group opportunities are provided to develop the children's Personal, Social and Emotional Development skills.
- If the child is distressed in the morning and after being soothed by the key person, the pre-school supervisor will phone the parent to reassure them that the child has settled.
- The key person meets that child's needs – e.g. personal needs (toileting); providing comfort if they are upset; supporting them with their independence skills (dressing, undressing); supporting their behaviour.
- The key person is the main point of contact with the child's parent(s)/carer(s) by liaising and talking with them about the particular child. The key person also takes responsibility for their group's learning journeys. They carry out observations of their children and together with the parents create this portfolio which is regularly shared and progress discussed.
- Together with the other early years staff, observations are shared in order to plan for the child's next steps.

**Links to other relevant policies:**

- Safeguarding policy

This policy was adopted at a meeting of	_____	name of setting
Held on	_____	(date)
Date to be reviewed	_____	(date)
Signed on behalf of the management committee	_____	
Name of signatory	_____	
Role of signatory (e.g. chair/owner)	_____	