



Settling-in Policy

Statement of intent

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

Aim

We aim to make the setting 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.

Methods

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information about Marsh Green Pre-school. These include written information (including our policies), displays about activities available within the setting, information days and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting, including a play and stay session at the start of term in September.
- Parents are asked to complete a registration form before they start.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- Parents have an "all about me" form to fill in regarding their child, which they discuss with their key worker.
 - When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting. We recognise that all children are different and we will do all we can to support your child with this process.
- Younger children may take longer to settle in, as may children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them. Your child may bring a comforter or favourite toy from home for the first few weeks to help them settle.
- 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.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- Within the first four to six weeks of starting we have constant verbal communication with the child's parents to keep them informed of their child's progress and, for the first half term, daily written records of the activities they have taken part in.