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UNITED REFORMED CHURCH HALL - PRESCHOOL AND NURSERY CLASS

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 all the staff. We also want parents to have confidence in both their children's wellbeing and their role as active partners within 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. These include written information including a Welcome pack, displays about activities available within the setting and a home visit.
- Before a child starts with us, we provide opportunities for the child and his/her parents to visit the setting.
- 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.
- 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 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 pleased to see other children and participate in the activities that are on offer.

- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- Therefore, we ask parents to return an hour later on the child's first few sessions to ensure that their child is enjoying their first learning experience. Should the child be distressed in any way, strategies will be discussed with the key person and parents of how to move the child on.
- The Key person will talk to the parents and will help put strategies in place to ensure the child enters the setting happily.
- We encourage the parents to put a comforter in the child's bag and this will be used if and when it is needed.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first half term of starting, we discuss and work with the child's parents to create their child's record of achievement.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive Practice 1.3 Keeping safe 1.4 Health and wellbeing	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, Social and emotional development.

Last Reviewed: September 24