

Settling in policy

At Woodlands we want children to feel safe, stimulated and happy at Woodlands Pre School 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.

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.

Settling-in

- 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, open mornings and our policy folder.
- 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.
- Younger children will take longer to settle in, as will 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.
- 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.
- We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.
- 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.
- 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.
- Within the first four to six weeks of starting we discuss and work with the child's parents.

The progress check at age two

- The key person will carry out the progress check on their key children at age two
- The aim of the progress check is to review the child's development and ensures the parents have a clear picture of their child's development.
- Within the progress check the key person will identify areas that the child is progressing well and areas that may need support, sometimes with the parents' permission support from other professionals.
- The key person will plan activities and set next steps to meet the child's needs and support the parents to understand the child needs to enhance their development at home

Updated October 2021

Signed:

Stacey Humphrey (Manager)