



Tickton Pre-school and Play Pals, Settling-In Policy.

Working in conjunction with the Early Years Foundation Stage Statutory Framework (EYFS).

Quality and Consistency.

A Secure Foundation.

Partnership Working.

Equality of Opportunity.

Unique Child

Positive Partnerships

Enabling Environment

Learning and Developing

EYFS

Every child is a unique child.

Respond to individual needs.

Settling-in

- Before a child starts at the setting, we use a variety of ways to provide information to parents and carers - both verbally and in written format. This also includes our 'Parent information pack', walk and talk inductions, discussion of admin forms/information provided and stay and play sessions.
- All children are individual and we will work with a child's individual needs and the needs of their family to support their transition and settling in.
- We attend family support meetings (FSM) prior to a child attending as required.

Tickton Pre-school and Play Pals Settling-In Policy

- We provide parents with a copy of our prospectus. This contains lots of valuable information about staff, daily routines, policies, food and drinks information, and information about the EYFS. We provide up-dated information to parents on our website, verbally and by providing parents with newsletters.
- We offer home visits.
- We reassure parents that they can phone or visit the setting whenever they wish. We phone parents to let them know how their child is getting.
- The role of the key person and name of their key person will be explained to the parent/carers and child when the child starts attending our setting. The key person will ensure that the child's learning and care is tailored to meet the child's individual needs.
- We always do a walk and talk with parents around the setting, explaining policies and practice in detail and answering any questions a parent may have.
- We provide information days and evenings and individual meetings with parents.
- **Daily discussion between parents and key persons is extremely important in establishing true partnerships.**
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting (on as many occasions as is right for the child and family).
- Every child is allocated a key person; the key person welcomes and looks after the child and his/her parents during the child's first sessions and during the settling-in process, offering reassurance and helping to establish general routines. The key person remains with the child to support their care needs and learning needs.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records (if required). Offering support with this as required.
- 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. With respect to the fact that all children are individual, unique and have their own needs and requirements.

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- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope or feels settled and comfortable.
- Our setting always works in partnership with parents to help settle their child.
- We understand that children may will take different periods of time to settle in (all children are unique). Children who have not previously spent time away from home may require a longer settling in periods. 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 happy to separate from parent/carers – moving off to explore and 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 as part of the child's daily routine.
- We do not believe that leaving a child to cry will help any child to settle or form positive relationships within the setting. We believe that a child's distress will prevent them from learning and gaining the best from the setting.

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- **We offer the following advice to all new parents/carers. (This information forms part of our parent welcome pack).**

For many children, starting in pre-school is their first step towards independence and there are important lessons to be learned:

That it is possible to feel safe and happy while parents are not present for a while. · That other adults can be a source of authority, help and friendship.

That new play and learning experiences can be enjoyed in the school and shared with parents afterwards.

Give your child a chance to learn these positive lessons by working with the pre-school staff to make the settling-in period as easy as possible. Here are 10 tips to help you:

1. Brief visits to the school before you start attending will make the place and people feel familiar.
2. Avoid starting at a time when there has been a disruption to routine at home. A new-baby, a spell in hospital or even a long holiday can require a settling-down period before the child tackles anything else new.
3. Children are ready to part from their parents at different ages. If your child is going through a very 'clingy' patch, it might be better to delay admission for a while unless a parent or trusted friend can stay in the school with the child.
4. Before starting pre-school, talk to your child cheerfully and positively about the good things that will happen there.
5. Be prepared to stay with your child in the school until he or she is ready to be left alone.
6. It might be possible to arrive a little later than the others on the first day. That way, you arrive to a quiet and settled group in which the children are already busy and the staff are free to introduce the people and activities.
7. When you judge that your child is ready to be left, say goodbye. Do not be tempted to creep away while your child is occupied. This might seem easier at the time but it can leave a child to feel let down and mistrustful.
8. It is easier for a child to accept a parent's departure if there is a clear explanation of what is going to happen. "I'm going to the shops and I'll be back after singing time" can help the child envisage where you will be and understand the timescale involved.
9. For children who find parting hard, it might help to have a brief separation at first - just to post a letter or go in the kitchen to mix some paints. Separation time can then be extended gradually. During this period, it is particularly important to be punctual. If a parent is not there at the time he or she promised, the child's newly built confidence can be upset.
10. Don't worry, children develop very quickly at this age, and a child who seems unable to manage alone for even a second can have a very different attitude in a week or two. Just be calm and practical about it, reassuring the child that he or she will be able to manage soon, and helping him or her to make friends and get used to the activities.

