



Edlesborough Under 5's

Settling in Policy

We want children to feel safe and happy in the absence of their parents, to recognise other adults as a source of authority, help and friendship and to be able to share with their parents afterwards the new learning experiences enjoyed in the pre-school. We also want parents to feel welcome and involved from the beginning.

In order to accomplish this, we aim to create a partnership with parents in the following ways:

1. A new starter Information Pack which includes basic information about the setting, how to view the policies, contact information, routines, activities provided for the children, staffing etc; the role of the parents, including expectations and our complaints procedure.
2. The starter pack also includes 'All About Me' which is sent to the parents with the new starter pack and a request for it to be completed and returned 4 weeks before the child's start date. This information then allows the keyworker an opportunity to know a little about the child before he/she starts.
3. Children cannot play or learn successfully if they are anxious or unhappy. Our settling in procedures aim to help parents and children to feel comfortable in the pre-school, and to ensure that children can benefit from what the group has to offer and feel confident that their parents will return at the end of the session.
4. By requesting parents to visit the pre-school with their children at least once during the weeks before an admission is planned.
5. 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.
6. By having a presence of staff in the hall ready to greet both parent, carer and the child as they arrive and leave the sessions.
7. We have an expectation that the parent, carer or close relative, will

make arrangements to stay for most of the sessions during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope. This, of course, is different for every child and each child is assessed according to their individual needs.

8. By reassuring parents whose children seem to be taking a long time settling into the pre-school and actively supporting any distressed child.
9. 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.
10. Younger children often 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.
11. 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 setting.
12. When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when. We suggest that you are one of the first parents to arrive at collection time in order that your child does not become distressed at seeing other parents first.
13. 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, or if we consider that the child needs one to one supervision which our staffing levels are unable to support. This is especially the case with very young children.
14. By allocating a member of staff as a keyworker for each child. This member of staff will liaise closely with the parent/carer, informing them of any issues, concerns and is the first point of contact for issues, concerns they may have. As the child approaches school age they will work on a one to one basis with their keyworker who will discuss with parents the child's progress and give them the opportunity to respond and share their child's current achievements and interests.
15. At anytime that the key worker is not present at pre-school, or if at anytime parents or carers would like a second opinion, they are very welcome to consult the pre-school leader at the start or end of any session, or any other time by arrangement.
16. By introducing new families into the group on a staggered basis, for example, two children a day for a week rather than 10 new children all at once.
17. By starting new children at 9.45am for morning sessions, or 1.15pm for afternoon sessions on their first day to be able to give more time to the

child and parent or carer on settling in.

18. If a child is identified as a child in need, (section 17 of the Children's Act 1989) the registered person, usually with parent's permission, gives appropriate information to referring agencies.

This policy was adopted at a committee meeting of Edlesborough Under 5s held on 4 April 2011.

Date to be reviewed: April 2012

Signed by Chair of Committee Rebecca Newbert