



Settling in Policy

Statement of Intent

At Cheddar First Pre school 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.

We want all children to settle with confidence and independence because they feel safe, stimulated, and happy in the setting and are secure and comfortable with staff. We also want parents to have confidence in knowing that we value their partnership and put their child's individual wellbeing at the heart of our practise.

Implementation

- Before a child starts to attend the setting, we use a variety of ways to provide parents with information. These include written information (including our prospectus and policies, link to website), displays about activities available within the setting, information days or evenings and individual meetings with parents.
- During the half term before a child is enrolled, we provide opportunities for the child and parents to visit the setting.
- We allocate a key person to each child and their family before they start attending; the key person welcomes and looks after the child and parents at the child's first session and during the settling-in process.
- The pre-start visits and the first session at which a child attends are used to explain and complete with parents the "All about me" form.
- When a child starts attending, we explain the process of settling-in with parents and jointly decide on the best way to help the child to settle into the environment.
- 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. Some children settle easily to begin with but then experience anxiety about separating from parents later on. In all cases staff will work with parents to support positive settling. Examples of strategies may include a comfort object, a favourite story/activity available,
- When parents leave, we ask them to say goodbye to their child and explain to the child that they will be coming back. A parent is kept up-dated on how their child has settled.
- We recognise that the settling process is unique to each child, some children settle readily but others need more support. If a child needs a longer and slower transition period to build relationships a plan will be discussed and agreed with parents. We, therefore, expect parents to honour the commitment to maintain flexibility until we feel their child has fully settled.
- 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 and will contact parents to request collection from the setting if a reasonable amount of time has been given to encourage a child to settle.

- 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 in very young children.
- We judge a child to be settled when they have formed a relationship with a key person; for example, the child looks for the key person when they arrive, goes to them for comfort, and seems pleased to be with them. The child is also familiar with the setting and is pleased to see other children and participate in activities.

Impact

The effective settling in process to gradually introduce a child to the provision, the staff, other children, routines, and activities means that what can be a daunting experience for both children and parents is positive and reassuring. Successful trusting relationships with children and families enable children to become confident learners in the provision.

Academy Name: Cheddar First School and Preschool

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