

**044** 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 staff. We also want parents to have confidence in both their children's well being and their role as active partners with 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, activities available within the setting including our mud kitchen toddler group, social activities for our families and individual meetings with parents.
- 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.
- We may offer a home visit by the person who will be the child's key person to ensure all relevant information about the child can be made known.
- Before a child starts to attend the setting we encourage the parents to share their child's current achievements and interests by providing a child profile form for them to complete.
- Before 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 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 make clear to families from the outset that they will be welcome and supported in the pre-school for as long as it takes to settle their child.
- 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.

## Grindleford and Eyam Playgroup - policy

- Within the first four to six weeks of starting we discuss and work with the child's parents to create their child's learning journey.

This procedure was adopted at a meeting of Grindleford and Eyam Playgroup.

Held on:

Date to be reviewed:

Signed on behalf of the committee:

Name of signatory:

Role of signatory:

All staff, volunteers and committee members will sign to indicate they have read, understood and agreed with the above policy.