



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 wellbeing and their role as active partners with the setting.

EYFS Key Themes and Commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Developing
1.1 Child development	2.1 Respecting each other	3.2 Supporting every child	4.4 Personal, social and emotional development
1.2 Inclusive practice	2.2 Parents as partners	3.3 The learning environment	
	2.3 Supporting learning		

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 (including our prospectus and policies), displays about activities available within the setting.
- During the term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- 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 use pre-start visits, home visits (see home visit policy) and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- 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.
- If necessary we allow the parent, carer or close relative, to stay for most of the session during the first week or more, gradually taking time away from their child, increasing this as and when the child is able to cope, if they wish.

Settling-in Policy

- Some 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 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.
- 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 with very young children.
- Within the first two weeks of starting we discuss and work with the child's parents to create their child's record of achievement.

This policy was agreed by the staff of Playhouse Pre-school Broadwater.

Adopted on 12th May 2016 and will be reviewed annually.

Reviewed on 10th July 2023 by Z. Munford