



## **Settling In Policy**

**Preschool Manager: Nicky Benson-Dare**

**This policy will be reviewed annually. It will also be revised following any concerns and/or updates to national and local guidance and procedures**

## Statement

We judge a child to be settled in when they have formed a secure attachment with their key person; for example, the child looks for the key person when they arrive or goes to them for comfort and when the child is familiar with where things are and is pleased to see staff and/or peers and able to select resources and participate in activities.

Our staff are trained to recognise the different stages of attachment and child development, and use this knowledge to support children and families settling in to the pre-school. We work to make all children within our pre-school feel safe, stimulated and happy, and to feel secure and comfortable with all staff, building strong attachments.

## Aim

We aim to support parents/carers to help their children settle quickly and easily by giving consideration to the individual needs and circumstances of every child and their families. We want parents to have confidence in both their children's continued well-being and their role as active partners, with the child being able to benefit from what the pre-school has to offer.

## Procedures

- Before a child starts to attend the setting, we use a variety of ways to provide parents/carers with important information. These include written information (via email and our website, and including our admissions pack and policies), displays about activities available within the setting, information days and evenings and individual meetings with parents/carers.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting and, where appropriate, an opportunity for the child to attend pre-school independently for a session. Staff work together with parents/carers to decide the best way to help the individual child to settle into the pre-school.
- We allocate a key person to each child and their family before they starts to attend. The key person welcomes and looks after the child and their parents/carers at the child's first session and during the settling-in process.
- When parents/carers leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We support, where appropriate, parents to separate themselves from their child for brief periods at first, gradually building up to longer absences.
- Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's baseline.
- We may review the nominated key person, if the child is bonding with another member of staff, to ensure the child's needs are supported.