



SETTLING IN POLICY

Member of staff responsible	Caroline McKellar
Committee member responsible	Liz Felman/Gosia Rumsey
Date agreed with staff	
Date agreed at Committee	
Signed on behalf of Committee	
Print name & date	
Frequency of policy review	Annual
Date next review due	September 2010

Document Version Control

Issue Number	Issue Date	Summary of changes
1.0	September 2009	Checked against PSLA guidelines.
1.1	October 2009	Minor change

Statement of intent

At Lydiard Millicent Pre-school, we want children to feel safe, stimulated 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 their new learning experiences with their parents afterwards. From the beginning, we want parents to feel welcome, involved and confident in all that the Pre-school offers.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

Aim

We aim to make the Pre-school a welcoming place, where children feel comfortable and settle quickly and easily, through consideration of the individual needs and circumstances of children and their families.

We will achieve this in the following ways:

- By creating opportunities for the exchange of information using, among other resources, a copy of the Pre-school's prospectus, registration forms, a Story of Me sheet and induction sessions
- By ensuring plentiful opportunities for parents to inform Pre-school about their children's current achievements and interests
- During the term before a child starts, we offer opportunities for the child and his/her parents to visit the Pre-school
- By introducing new children into the group on a staggered basis
- When a child starts to attend, we work with his/her parents to decide on the best way to help the child settle into the Pre-school
- We make it clear to families that they will be welcomed and supported for as long as it takes to settle their child. We understand that parents or carers may wish to stay for part or all of the sessions during the first week, gradually taking time away from their child and increasing it as and when the child is able to cope.
- Younger children and children who have not previously spent time away from home may take longer to settle in. Children who have had a period of absence or disruption at home such as illness or the arrival of a new sibling may also need their parent/carer to be on hand to re-settle them.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We allocate a key worker to each child, before s/he starts to attend. The key worker or other named person welcomes and looks after the child and his/her parents at the child's first session.
- We use pre-start visits and the first session at which a child attends to ensure that all the child's registration records are complete
- By reassuring parents whose children seem to be taking a long time to settle.