

Settling In and Transitions Policy

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 their parents with information. These include written information (including our prospectus and policies), displays about setting activities and individual meetings with parents.
- During the two weeks before a child's requested start date, we provide opportunities for the child and their parents to visit the setting and stay for part or all of the sessions. These visit & trial sessions are included in the Registration Fee.
- When a child starts to attend, we work with their parents to decide on the best way to help the child to settle into the setting.
- We allocate a key person to each child and their family, the key person welcomes and looks after the child and their parents at the child's visit.
- The key person becomes the first point of contact for the child and their family during their time at the setting and is involved in the child's care and play throughout the sessions.
- All children have different experiences and personalities when they start at the setting and we understand that the parent/carer knows their child best.
- Parents are welcome to telephone at any time during the session to check on their child, and their child's key person will be available at collection time to discuss the child's progress and involvement during the session.
- We discourage the use of dummies in the setting because of the effect they can have on the development of a child's speech and language skills. However we acknowledge the role these and other comforters can have in helping a child settle into a new environment. Therefore we work with parents to reduce a child's need for these by creating a safe and welcoming environment. As the child becomes settled we remove the comforters to a safe place to be returned at collection time.

Transition

Following a successful introduction to the setting we want the child's next transition to another age group or onto school to be as successful.

When transferring to another group in Nursery we will reflect on your child's development & progress, along with friendships. We will inform you by letter about the intention of a move & are happy to discuss any concerns you may have.

We will ensure your child has visit days in the 2 weeks prior to the planned move – so that your child becomes familiar with the staff caring for them, along with the routine of the room.

- We actively pursue links with other settings, inviting teachers/support staff to visit the children at the setting in the period leading up to the transition.
- When teachers/support staff cannot visit, we offer to meet with them for a professional discussion on the children in our care.
- Before any approaches are made to external bodies, the support and consent of the parents is sought.
- During the final half term at the setting, activities are organised to reflect the transition process, and children are given the opportunity to express and concerns and fears they have. These are discussed within the activities and shared sensitively with parents.
- The setting will provide a copy of each child's records to the parents for them to keep. If they wish these can also be shared with the receiving setting. Prior to sending this parents will be asked to sign their consent for sharing this information, and will have the opportunity to look at the report and discuss it with their child's key person.

See also: Admissions Policy
Behaviour Management Policy
Confidentiality Policy
Equality and Diversity Policy
Parental Involvement Policy
Personal and Intimate Care Policy
Special Educational Needs (SEN) Policy