

Policy:	SETTLING IN POLICY
Reviewed:	August 2014
Next Review:	3 years or as legislation may require
Responsibility:	Head of Education and Care
Category:	Childcare

Aims

Children cannot play or learn successfully if they are anxious or unhappy. Our settling in procedures aim to help parents/carers and children to feel comfortable in the Centre, and to ensure that children can benefit from what the Centre has to offer. Importantly, children need to feel confident that their parents/carers will return at the end of the session/day.

Principles

'Children's emotional development underpins all other areas of their development and is greatly influenced by the environment they experience from their first hours, both at home and in any other settings where they spend significant periods of time.'

The contact they have with adults is crucial both in developing their ability to communicate, reason and think, and also in the influence it has on how they feel about themselves and the world around them, influencing in turn their creativity, independence and their spiritual, moral and social behaviour.'

Lancashire Quality Kitemark

Partnership with Parents

We recognise the importance of working in partnership with parents and carers. We want parents/carers to feel welcome and involved from the very beginning by:

- Offering a home visit in order to allow the child and family to get to know their Key Person in the familiarity of their own home.
- Creating opportunities for the exchange of information at the beginning and end of the session.
- Ensuring plentiful opportunities for parents/carers to inform the Centre about their children's current development and interests, both face to face and through Early Years Orbit.
- Enabling a flexible admission procedure, if appropriate, to meet the needs of individual families and children.
- Encouraging parents/carers, where appropriate, to separate from their children for brief periods at first, gradually building up to longer absences.

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Procedures for a child who is unsettled

Within the nursery environment a child's Key Person plays an important role in building positive relationships with the parents/carers and child.

The Key Person is usually the person who greets the child when they enter the setting, which can be an unsettling time for the child.

Leaving a parent can be a frightening and stressful experience for every child; therefore, practitioners need to be caring and sympathetic to each individual child's needs. **Put simply, a child in our care must never be left crying.**

If a child arrives upset the child's Key Person should approach the child and parent and the following procedures take place:

- Ask the parent what they would like to happen: do they want to stay for a while, whilst their child calms down? Or do they want you to take the child from them?
- Is it important to discuss HOW you will remove the child from the parent, if this is what the parent requests. This should be discussed as part of the settling in plan.
- Should the child continue to cry when the parent has gone, the practitioner should encourage the child in play, or distract the child in other ways such as a walk around the garden. If the child continues to be upset for a period of time, then the parents should be contacted.
- The Key Person should arrange for parents to be contacted and reassured that their child has settled, or parents may wish to contact us.
- Some children cry whilst their parent/carer is on the premises, but stop as soon as the parent has left. Parents should be encouraged to stay in the reception area and watch their child on the plasma screen so that they are reassured that their child is happy and playing.
- Alternatively the key person may take photographs throughout the session/day and ask for them to be sent to album on Early Years Orbit so that parents receive them throughout the day.

Links with other policies

This policy should be read in conjunction with the Transition Policy.

Dissemination

This policy is available for all parents, Governors, staff and prospective parents.

Review procedure

This policy will be reviewed every three years by the Head of Education and Care, the Head Teacher and the Governors.