



For the benefit of this policy Laura Green Trust – which is the governing body of Greenshoots Pre-school and Wraparound care is hereafter referred to as Greenshoots.

Settling In Policy

Policy Statement

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

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.

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.

Procedures

- We allocate a key person before the child starts fully attending the setting. The allocated person is dependent on the hours / days in which the child will attend. If a child is already familiar with a particular member of staff we would aim to get them to become the child's key person and to help to settle the child in. If a child is not familiar with the staff we look to see who they bond with during their initial visit to the setting. We would then aim to allocate this member of staff as the child's key person.
- The key person is responsible for the induction of the family and for settling the child into our setting.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.

- A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- The key person encourages positive relationships between children in her/his key group.
- We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

Settling-in

- 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 information pack and prospectus), displays or visual books about activities available within the setting, and individual meetings with parents as required.
- During the half-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 taster sessions at which a child along with their parents attend to explain and complete with his/her parents the child's registration paperwork. Parents are required to stay with their child throughout their taster sessions.
- 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.
- We have an expectation that the parent, carer or close relative, will stay for most of the child's first few sessions, gradually taking time away from their child, increasing this as and when the child is able to cope.
- 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 recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the child's few sessions, or possibly longer, until their child can stay happily without them.
- 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 the setting.

- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it too distressing to be left. This is especially the case with very young children.
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Covid-19 ammendments:

Parents are unable to come to the setting at present due to the pandemic. Virtual tours and media pages promote what we do in the setting.

If parents really would like to visit then this is factored in on our Covid-19 RA.

Parents are unable to come to the setting to complete taster sessions so therefore paper work is filled out prior to a child completing their taster session. The child will attend their taster session for an hour on their own providing paperwork is complete. More taster sessions can be offered to help the child settle and Tapestry will be set up in order for parents to see what their child has been doing.

We appreciate this is a difficult time for parents who cannot come and help settle their child at a new setting however we will do everything we can to help them feel re-assured and confident that their child is settling well.

Questions will be asked before hand on what the child specifically likes and we will provide these resources on their taster session. Key workers will be allocated as normal who will support a child to settle. Regular contact with parents will be made such as emails and telephone calls to support the parent. Children's wellbeing is paramount and we are aware that the pandemic will have had impacts on them so we will ensure children feel safe and secure in our setting.

This policy was adopted on: _____

Signed on behalf of Laura GreenTrust - Greenshoots Pre-school and Wraparound Care

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