

St Gabriel's Pre-school

Settling-in Policy



4.1b Settling-in Policy statement

Here at St Gabriel's Pre-School we want the children to feel safe, stimulated and happy in the setting in the absence of their parent/carer/guardians and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make our 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. At St Gabriel's Pre-school we hope that your child will be able to share with you at home, their new learning experiences that they have enjoyed in our pre-school play sessions.

Settling-in

Before a child starts to attend our setting, we use a variety of ways to provide his/her parents with information. These include information of our prospectus and policies, our online website information, displays about activities available within the setting, information days and evenings and individual meetings with parents. We also encourage parent/carer/guardian to visit the pre-school with their child during the weeks before an admission is planned.

- We provide opportunities for the child and his/her the parent/carer/guardian visit the setting prior to starting. At St Gabriel's we have a flexible admissions procedure, which enables us to meet the needs of the individual children and families attending our Pre-school. We also try to introduce new children into the setting on a staggered basis.
- We arrange for the Pre-school Leader / Keyperson to talk to the parent/carer/guardian in order to gain more insight into the child's background and needs, and allow the child to become familiar with the Pre-school adults.
- We use pre-start visits and the first session at which a child attends to explain and complete, with his/her the parent/carer/guardian, the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parent/carer/guardian and jointly decide on the best way to help the child to settle into the setting.
- The key person welcomes and looks after the child and his/her the parent/carer/guardian at the child's first session and during the settling-in process.
- We have an expectation that the parent, carer or close relative, will possibly stay on site for some of the session during the first week, gradually taking time away from their child; increasing this time as and when the child is able to cope.
- Some children ie: younger children may 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 like to make clear to families from the beginning that they will be supported in the Pre-school for as long as it takes to settle their child in with us.

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Settling-in Policy cont'd



- 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.
- 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/carer/guardian will honour the commitment to stay on site for at least the first week, or possibly longer, until their child can stay happily without them. We seek to reassure parent/carer/guardian whose children seem to be taking a long time settling into the pre-school.
- We encourage parent/carer/guardian, where appropriate to separate from their children for brief periods at first gradually building up to longer absences.
- When parent/carer/guardian leave we ask them to say goodbye to their child and explain that they will be coming back, and when.
- 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 distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting, we discuss and work with the child's parent/carer/guardian to begin to create their child's record of achievement.

At St Gabriel's Pre-school we recognise that Children cannot play or learn successfully if they are anxious and unhappy. Our settling-in procedures aim to help parent/carer/guardian to help their child to feel comfortable in the Pre-school, to benefit from what it has to offer, and to be confident that their parent/carer/guardians will return at the end of the session/day.

This policy was adopted by

St Gabriel's Pre-school

On

27.9.16

Date to be reviewed

Sept 2017

Signed on behalf of the provider

Name of signatory

Rev'd Pam Goddard

Role of signatory (e.g. chair, director or owner)

Chair

Other useful Pre-school Learning Alliance publications

- Statutory Framework for the Early Years Foundation Stage: With non-statutory supporting documentation (2014)
- Being a Key Person in an Early Years Setting (2015) Creating a Learning Environment in the Home (2015)