



Settling in policy and procedure

EYPS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping safe 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.4 Areas of learning & personal & emotional development

For most children, starting nursery school is their first separation from their main carer, and we recognise that ‘parents are children’s first and most enduring educators’ (Early Years Foundation Stage – Positive Relationships/Parents as Partners). Starting in a new setting is a major event in a child’s life and this time of transition can be stressful for both children and parents. At Layer Pre-School we seek to ensure a smooth transition by working in close partnership with home and school, so that both child and parent feel supported as they work towards feeling comfortable and at ease in the new setting. We believe that it is important for staff to take time to get to know the children and their home environment.

At Layer Pre-School we aim to:

- Make the children feel happy and secure in their new environment in the absence of their parent/carer.
- Make the children feel confident to explore and experiment in the physical environment.
- Help the children to develop independence in the new environment and freely access all the resources.
- Support the children to develop positive relationships with both adults and other children in the setting.
- Help children to communicate their needs to others in an appropriate way. Promote appropriate behaviour, with clear expectations and positive reinforcements.
- Work in partnership with parents in their children’s learning.
- Support and build upon the children’s prior experiences and knowledge gained in their home environment. Encourage and welcome open and honest communication between staff and parents.



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As a staff we aim to:

- Show empathy and sensitivity towards new parents and children.
- Be responsive and flexible by taking into account the individual needs of the children and parents.
- Take time and space to get to know new children and their parents/carers whilst they are settling in.
- Organise and manage the environment in such a way that the children can operate independently, safely and imaginatively

Guidelines and Procedures:

- The children and parents are always welcomed warmly and invitingly into the Pre-School.
- All children and their parents/carers are made very aware of their individual key person before they start at Layer Pre-school
- Each key person is responsible for helping her group of children (a maximum of 8 children) to become familiar with the Pre-School and to feel safe and confident within it.
- Each Key person develops a genuine bond with each child in their group, and their parents/carers, and offers a settled, close relationship.
- Each Key person responds sensitively to the feelings, ideas and behaviour of each of the children in their group and endeavours to meet each child's particular needs, and those of their parents.
- . Information is provided to the parents to familiarize them with daily routines and an overview of the termly and yearly events. Parents are asked to complete an 'All About Me
- We encourage the parents to leave the child after a short period of time on the 3rd settling in session with the understanding that if the child has been upset at the separation we will contact them soon after to reassure them that their child has settled.
- If the child continues to be upset we would contact the parent/carer asking them to return to Pre-school.
- Informal discussion with the parent/carer will enable us to build up a picture of their child and the previous experiences when they arrive/leave Pre-school, and also discuss how each day is progressing and how their child is settling in.
- Parents are given opportunities to share what they know about their child either in written form or through informal interviews

Our Policy and Procedures for 'Settling-in' are always open and responsive to feedback from parents/carers and staff if it is felt worthwhile and helpful additions and changes can be made to the process. In all we do in settling children into the Pre-School, we very much see it as a close collaboration between home and school, to enable the very smoothest and happiest transition into Layer Pre-School for all concerned – parents, child and staff.



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This policy was adopted at a meeting of	Layer Preschool
Date held	
Review date due	
Signed on behalf of the Management Committee	
Name of Signatory	
Role of Signatory	