

Settling In Policy

Mission Statement

We offer a safe, caring environment, which encourages children to play and explore. All areas of children's learning and development are supported through observation, assessment and planning. Children and families are valued and respected by our dedicated team, who cater for all individual needs, ensuring we maintain inclusive practice at all times. We promote positive relationships and see parents as partners within our setting. Through our key person approach our friendly staff support and encourage individuals, enabling them to reach their full potential, feel loved and understood, and promote their health and well - being.

Settling In

At TLC we believe that every child should have the best possible learning opportunities, therefore we are committed to ensuring that the settling in process is as comfortable as possible and meets all children needs. As a setting, we will offer each child the appropriate time, care and support they may need to settle in to their new environment.

Children will be unable play or learn successfully if they are anxious and unhappy. Our settling in policy aims to help parents, to help their children to feel comfortable in the setting. Settling into the setting varies from child to child; please do not worry if your child appears to be taking longer to settle than others. Staff will work with you to ensure the transition is as smooth as possible. Children who appear to settle very quickly can also become unsettled again after a few weeks, however with the appropriate support from parents and the setting, they can usually settle...

Procedure

When a place is offered parents are required to bring their child for a minimum of two pre-visits. During this time parents and children will spend time with the key person and the staff within the rooms. Parents, when appropriate are encouraged, to separate from their children for brief periods at first (whilst remaining in the same room), gradually building up to longer absences once the key person feels that the child is ready. Parents will be encouraged to leave their child for a short period of time and sit in the reception area.

Children will be offered as much support as possible during this time and encouraged to spend time playing alongside/with their key person to help develop trusting relationships. During this time the parent will be reassured the child's wellbeing is being monitored closely. Should the child become distressed we will ask parents to return to the room to play alongside their child before the session finishes. Therefore, not ending the session on a negative. Only when it is felt that the child has settled into the setting are parents allowed to leave the premises, this is on the condition that all necessary paperwork is complete and parents are able to return immediately if needed.

If it is felt that the child has not settled on the date they are due to start at the setting, parents must continue to bring their child for shorter sessions and continue to spend a little time with their child in the room before leaving. Staff will monitor the situation closely and suggests various strategies to help support the individual child. Parents are always encouraged to say goodbye to their child so that they are aware they are no longer in the room.

Key person approach

When a child first attends they will be assigned a key person, who ensures each child is made to feel individual and important, and that their feelings and needs are being looked after.

The key person's responsibilities: -

- To have a special responsibility for working with a group of children.
- To build positive relationships with children and the parents
- To develop a genuine bond with children ensuring a settled, close relationship.
- To be the first point of contact but ensure parents feel able to approach any adult within the setting.
- To meet the needs of each child by responding sensitively to their feelings and behaviour.
- To arrange a transition meeting when a child is transferring to another room or to a new key person at another setting.
- To be available to report to and give regular, daily feedback on their key children, sharing necessary information with parents
- To ensure their key children care needs are met.

Transitions

Children moving up to a new room (e.g. babies to toddlers) should be given sufficient visits and time to settle into their new group. The parents are encouraged to become involved in the process of moving their child to a new room. A key person will be allocated to ensure the child settles into the new group. All relevant information and records of the child will be passed on to the child's new key person.