



Royal Naval Pre-school Learning Organisation

**Settling in policy.
This policy contains Covid Amendments**

Statement

Jack & Jill's 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.

We want children to feel safe, stimulated, and happy in our settings and to feel secure and comfortable with the staff that work there. We also want parents to have confidence in both their children's wellbeing and their role as active partners in 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 once the child starts, this would be because some children are naturally drawn to a certain member of staff over others and consideration must be given to the size of key groups and the child's individual needs.
- The key person is responsible for settling the child and family into our setting after the supervisor has undertaken an initial induction with the parent/carer.
- The key person offers unconditional regard for the child and is nonjudgmental.
- The key person works with the parent/carer in settling the child into the setting at the child's own pace .
- Through discussions with the parent the key worker will deliver a personalized plan for the child's care and learning.

- The key person acts as the key contact and works alongside another staff member who would be a deputy key worker to that child sharing information on a regular basis about the child's development.
- The key person is responsible for developmental records and sharing them with the child's parent building up a picture of the child both at home and in the setting using the secure Tapestry system available.
- The key person encourages positive relationships between children in her group spending time with them each day.

How we settle

Before a child starts to attend the setting, we use a variety of ways to provide their parent/carer with information. This includes written information like registration forms and other documents relating to their child. Information about the group, opening times, and availability of sessions.

A few visits to familiarize the child and parents with the setting, the staff and our routines of the day is advised before starting. We would accommodate the parent's diary commitments to enable them to stay with their child as best we can.

**Due to the pandemic, parents and their children wait outside of the childcare setting on entering and exiting for a member of the staff team to receive the children and escort them in and likewise at the end of their session back to their parent/carer. Parents are informed of this as a new joiner and the setting manager keeps all other parents informed of this current system until such a time it when it changes.*

The day of starting we ensure the child is greeted and settled by the parents, that all paperwork related to the child is completed including double checking contact numbers and emergency contacts.

We engage the child in an activity with the parent and then offer the parent the opportunity to leave their child. We anticipate the child becoming upset and reassure the parent that we will ring them to reassure them once the child is settled or that they can ring us through out the day to check on their child's progress. We recognize that some children will settle more quickly than others and treat each child and family individually.

We do not believe that leaving a child to cry will help them to settle quicker and that a child's distress will prevent them from learning and gaining the best from the setting therefore we reserve the right not to accept a child into the setting without a parent/carer if the child finds it distressing to be left. This is especially the case with very young children.

For children aged under 2 years a record is kept of their sleep patterns, changing, and the parent is given either verbal or written feed back of their child's day. Verbal and some form of written feed back is given to all other children along with any information relating to intimate care given etc and possible some form of participation in an activity that was offered that session.

Snack times the staff sit with the children to supervise at the table and to encourage table manners and chat socially with the children present.

We judge a child has settled when they have formed a relationship with their key person or deputy key person and looks for them when they arrive, goes to them for comfort and seems pleased to be with them during the day. When they are familiar where things are and pleased to see the other children.

** During the pandemic Parents have not been able to access the staff through the open-door policy and come into the setting. Appointments can be made for all parents outside of working hours with the staff's agreement to meet with parents to discuss their child's development or settling in progress.*

Dated

Signed

Reviewed.