

Settling in Policy and Procedures

AIMS:

- To enable children to feel secure, confident and happy, in order to make the most of all learning opportunities.
- To ensure families feel welcomed, valued and confident and that links between home and school are established and strengthened.

WE BELIEVE THE SETTLING IN PERIOD IS IMPORTANT BECAUSE:

- Children are entering a new environment, and getting used to a large group of people (children and adults).
- It may be the first time they have been away from home/separated from parents.
- At times, it can be bewildering for some children to have so much choice and to deal with new expectations. Children need to feel confident and secure if they are to be able to learn.
- It enables staff and parents to form a relationship in order that parents feel confident about leaving their children and sharing relevant information.
- It is an opportunity for parents to observe the practice in the nursery and learn about our philosophy.

What Children Learn During the Settling in Period

Knowledge and Understanding:

- of the layout of the nursery, in and out of doors
- of where to find their personal belongings e.g. coat, folder, etc.
- of daily routine e.g. snack procedures, using toilets, story time, tidy up time, home time and that they will be collected at the end of the session
- that they can use the whole learning environment and that they can make choices about what they want to do
- that they need to take responsibility for clearing away any equipment that they have used
- of school expectations/rules e.g. wearing aprons, leaving curriculum areas clean and tidy
- of names of different areas within nursery e.g. home corner, workshop, writing area etc.
- of how and where things can be used
- of how to use equipment appropriately and to keep it in good condition
- of basic hygiene e.g. washing hands, flushing the toilet
- of who their teacher and nursery nurse are and the names of all the other adults working in the nursery.

Skills

- to be able to cope with being part of a large group
- to be able to find their way around the environment
- to be able to share equipment and adult time
- to be able to express their needs and feelings
- to be able to use the resources appropriately and make choices
- to use appropriate self help skills e.g. coats, aprons, buttons, toileting, hand-washing etc
- to be able to recognise their name labels by picture and/or name
- to be able to listen and take part in group activities
- to be able to explore different area
- to be aware of other children.

Attitudes

- to be able to let parent/carer go
- to begin to be confident to approach an adult
- to begin to be confident to make their needs known to an adult
- to begin to be confident to try new equipment/experiences
- to begin to be confident to use the whole environment
- to begin to be confident to make choices
- to begin to be confident to explore
- to begin to show a willingness to "have a go" as part of a group
- to begin to show care for themselves, for others, for equipment and for living things
- to enjoy coming to school.

WHAT ADULTS DO

- ensure children and their families feel comfortable about being part of the school
- develop a sense of security to enable children to let their parents/carers leave them
- be aware of the child's needs, interests and any anxieties
- help children to find their way around the nursery, introduce them to different areas indoors and out doors
- encourage children to try new experiences
- encourage children to make their own choice of activity and to have responsibility to tidy away
- encourage children to be independent giving them time and confidence to do things for themselves
- support children through group times, ensuring activities reflect the needs of all children
- help children to develop assertive strategies
- work closely with parents/carers encouraging them to stay and to support their child appropriately and explaining why this is important
- respecting the parent/carer as the child's first educator and acknowledge their views
- making parents/carers aware of the nursery curriculum, how we work and the importance of learning through play.
- supporting parents understanding of the importance of the outdoor curriculum
- share information between the whole staff team to ensure everybody gives appropriate support to new children
- observe and assess children leading to the completion of the Initial Assessment and sharing this information with parents/carers.

MONITORING AND EVALUATION

The monitoring and evaluation of this policy will be undertaken by:-

- regular informal feedback sessions on 'the settling in process' with parents
- involving parents and governors in a questionnaire for parents about ways in which this process could be improved and how they felt it was for their child and themselves
- the Head teacher to look at initial assessment forms
- informal discussions with parents regarding the settling in process.

The evidence gained from these processes will inform the evaluation which will feed into the three yearly review.

Settling is an ongoing process in the nursery school and therefore it is vital that we get it right. One of the main features is communication between staff and the families.

To support the aims of the settling in policy the following procedures are undertaken:

TOY AND BOOK LIBRARY

When families register an interest in a place at the nursery they will be invited to attend

- a weekly toy and book library session
- a pre nursery session.

Toy and Book Library - for a small charge, children and their families can borrow a book/video and a toy for use at home, to be returned the following week.

Pre Nursery Session - a place can be booked in advance to attend a regular pre- nursery session - am or pm. Parent/carer to say with their child to support them within the nursery environment.

Funding within Social Inclusion provides for a nursery nurse to support these sessions. The nursery nurse will work alongside families within the setting and home sessions can be arranged.

INITIAL VISIT

Parents and child are invited into school to talk with Headteacher, view the setting, meet appropriate staff.

Personal and medical record details are discussed; parents are given the opportunity to talk confidentially if necessary and to discuss any specific concerns they may have. Families are invited to spend time within the Nursery setting.

Purpose:

- to begin to gather and give information
- to establish a relationship with the family
- to offer opportunity to raise concerns
- to familiarise the family with the nursery environment.

PARENTS EVENINGS

All parents are invited to attend a Parents meeting. Detailed information is given about the school and relevant procedures are discussed. The aims of the school, how the curriculum is implemented, methods of assessing and monitoring of children are shared.

Parents receive a school folder describing the organisation, procedures and practices of the nursery.

Parents meet group staff members and other parents.

A home visit appointment is made.

Purpose

- to give information on school policy, practice and procedure
- to meet child's key staff
- to meet other families
- to raise issues and ask questions
- to arrange home visit date.

HOME VISITING-

The home visit offers the opportunity for a more informal relationship to be achieved.

Each child is visited at home immediately prior to starting school. Two members of staff from the child's group will visit.

EMAG staff will support children/families who have English as an additional language.

A small selection of toys, paper, pens, books are taken to share with the child. A nursery photograph album is shared with the child.

Parents work alongside a member of staff and together discuss and complete several forms.

Parents return the Initial Child Profile, this forms the beginning of the child's records.

Purpose:

- to form a relationship between staff and child
- to form a relationship with parents
- to share information about the child (initial profile).
- to answer queries and concerns
- to give a start date
- to fill in information forms.

SETTLING IN

Child to start school as soon as possible after home visit.

An adult from home to stay with child during the first session to offer support.

Parent/Carer needs to be prepared to stay for further sessions if appropriate.

The child's initial separation from parent and home should be made as gradually and gently as possible, ensuring smooth transition into school.

The individual needs of every child should be met and flexibility is all-important.

Attendance, length and frequency of sessions should reflect the needs of the individual child.

- Purpose:
- to support child in an unfamiliar environment
 - to offer parents the opportunity to take part in the session and to observe nursery practise
 - to offer further opportunities to ask questions / share information
 - to allow the child to become familiar and confident within the nursery environment at his / her own pace.
 - to tailor the length and frequency of sessions to reflect the needs of the individual child
 - to allow parents the opportunity to support their child for as long as they wish / as is necessary
 - to give parents sufficient time to become confident about leaving their child within the nursery environment
 - to develop a positive partnership with parents / carers and to establish an ethos of shared communication and support.

GUIDELINES

- Communication between parents, child and staff member is vital.
- Children should participate in whole group situations only when they are ready to do so. Parents are welcome to go into these sessions to offer support.
- The length of time a parent is to leave child for should be fully discussed and agreed upon.
- The length of time can be gradually increased in line with the child's needs.
- Parents can wait in another area of school until parent and staff are confident that the child is happy and settled.
- Parents must say goodbye and reassure their child that he / she will return.
- Parents should return punctually at the required time.
- Parent's rights to confidentiality will be respected. Information will be shared on a need to know basis with parental involvement.

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