**

*“Aiming high, reaching higher”*

Settling In and Transitions Policy

Linked Policies:

E-Safety Policy

ICT Policy

Safeguarding Policy

Linked Policies:

E-Safety Policy

ICT Policy

Safeguarding Policy

Linked Policies:

E-Safety Policy

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| |  |  | | --- | --- | | Audience: | Parents  School staff  Local Governing Bodies | | Approved: | July 2020 | | Other related policies: | Positive behaviour, intimate care | | Policy owner: | Emma Pike | | Policy model: | Newhall | | Review: | Reviewed August 2022 | | Version number: | 4 | |

Honesty Respect Responsibility Resilience Aspiration Reflection

**Settling in and transitions**

**Settling in**

At Newhall Nursery we aim to support parents and other carers to help their children settle by giving consideration to the individual needs and circumstances of every child and their families. Our aim is for children to feel safe, stimulated and happy in the nursery and to feel secure and comfortable with all staff. We also want parents to have confidence in both their children's continued well-being and their role as active partners, with the child being able to benefit from what the nursery has to offer.

Prior to starting Newhall Nursery, a visit will take place with parents to show them around the setting and provide them with a prospectus. This may be done on our annual open day or on an individual tour depending on the time of year. All families will be invited to our annual open day to see the next room their child will be transitioning into. If they decide to register, a confirmation email will be sent to the parents with the ‘new child registration form’. If the parent is required to pay a deposit, this is due with confirmation from the parent within 7 days to hold the place. Without confirmation and/or deposit, the place will be withdrawn. Parents are required to complete the new child registration form at least 7 days prior to their settling in session. Parents are to provide a copy of their child’s birth certificate (with parental responsibility); a copy of the child’s immunisation page in their red book; and proof of their address through a utility bill. This must all be provided prior to their settling in session.

All our staff know about the importance of building strong attachments with children. They are trained to recognise the different stages of attachment and use this knowledge to support children and families settling into the nursery.

Our nursery will work in partnership with parents to settle their child into the nursery environment by:

* Allocating a key person to each child and their family. The key person welcomes and looks after the child ensuring that their care is tailored to meet their individual needs. They offer a settled relationship for the child and build a relationship with their parents during the settling in period and throughout their time at the nursery, to ensure the family has a familiar contact person to assist with the settling in process.
* Providing parents with relevant information about the policies and procedures of the nursery. Parents are provided with ‘transition forms’ where they are provided with more information about the room and routines.
* Encouraging parents and children to visit the nursery during the weeks before an admission is planned. Children must always attend the nursery visit before the parent registers their child.
* Planning settling in visits and introductory sessions; these will be provided free of charge. The amount of sessions required will be dependent on individual needs, age and stage of development. We initially book one settling in session and can book in more sessions if we feel the child and family require this.
* Settling in visits and introductory sessions are key to a smooth transition and to ensure good communication and information sharing between staff and parents.
* Reassuring parents whose children seem to be taking a long time settling into the nursery and developing a plan with them.
* Encouraging parents, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences.
* Assigning a buddy/back-up key person to each child in case the key person is not available. Parents will be made aware of this to support the settling process and attachment.
* Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child’s needs are supported.
* Respecting the circumstances of all families, including those who are unable to stay for long periods of time in the nursery and reassure them of their child’s progress towards settling in.
* On the child’s first day we make sure the parent receives a ‘First Day Poem’ and, where possible, videos are taken to show the parents on collection and a picture or piece of artwork the child has completed on their first day.
* The key worker will call the parents to inform them with how their child has settled within the first hour of their first day.
* The key worker and the rest of the class team will have eyes on the child continually for the first few days, to make sure they are safe and comfortable within their environment.
* We do not believe that children should be left to cry, they require support, love and attention from their key worker, particularly during settling in time. If children are very distressed, key workers are to be honest with parents and a phased settling in period may be advised.
* We provide parents with a picture of their child and their new key worker via the Tapestry app to promote parent partnerships.
* Observations are taken for 6-8 weeks (settling in period) to show how the child is settling into their new environment.

**Drop off and collection**

* A member of staff from each room welcomes children and parents/carers at the classroom door. We ask parents to line-up outside the door. On drop off we ask you to encourage your child to walk through the door or hand them to a staff member. On collection a member of staff will hand over your child to you. Once your child is handed over to you, they are your responsibility and not the nursery. Staff will give you a brief overall of your child`s day. If you do require more in-depth feedback or confidential conversations, please call or book an appointment.
* Parents/carers should then assist their child in hanging their coats and bags up and promote as much independence as possible when changing. There are individual pegs for coats and bags.
* When children enter the classroom, they are welcomed by a member of staff and select their name for self-registration. In Blossom room they have photos for self-registration.
* Children are then encouraged to have a time of free play. Occasionally, children may need the support of the key person or parent/carer to settle and subsequently select an activity they feel comfortable with.

**Transitions**

We recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these transitions.

Some examples of transitions that young children and babies may experience are:

* Starting nursery
* Moving between different rooms within the nursery
* Starting school or moving nurseries
* Family breakdowns
* New siblings
* Moving home
* Death of a family member or close friend
* Death of a family pet

Staff are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child, so staff can be aware of the reasons behind any potential changes in the child’s behaviour.

**Starting nursery**

We recognise that starting nursery may be difficult for some children and their families. Please see the procedures set out above.

**Moving rooms procedure**

All children move rooms in September.

* Parents will be re-issued an all about me pack before the move to the next room in September.
* The child will spend short sessions in their new room prior to the permanent move to enable them to feel comfortable in their new surroundings. We will organise these so that all children moving settle at the same time.
* A transition form will be completed by the child’s key person detailing important information that the new class will need to know and this will be given BEFORE the child has their first visit. A ‘hand over’ will need to take place with the existing key worker and the new key worker. This will always take place before the child moves through for a settle. The child’s allergies or preferences will be discussed, medication or medical conditions, how they eat, toilet training, any naps, their interests and likes, then both key workers are to review the child’s individual learning and development profile on Tapestry. This is so any gaps can be highlighted and supported where possible before they move to the next room. They also have the opportunity to provide the new key worker with a baseline regarding their learning and development.
* Parents will be kept informed of all visits and the outcomes of these sessions e.g. through photographs, discussions or via Tapestry

**Starting school or moving childcare providers**

Starting school is an important transition and some children may feel anxious or distressed. We will do all we can to facilitate a smooth move and minimise any potential stresses. This following process relates to children going to school. However, wherever possible, we will adapt this process to support children moving to another childcare provider e.g. childminder or another nursery.

* We provide a variety of resources that relate to the school, e.g. uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend. This will help the children to become familiar with this new concept and will aid the transition.
* We welcome school representatives into the nursery to introduce them to the children.
* Each key person will talk about the school with their key children who are due to move to school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues to help children overcome these.
* We produce a comprehensive report on every child starting school to enable teachers to have a good understanding of every child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning. This will be sent to the parents and if permission is granted, to the child’s teachers.
* If children are attending Newhall Primary, they will be able to spend time in the school hall to have lunch and spend time with their teachers in their new classrooms. More information will be sent out to parents when necessary.

It is important to note that not every teacher can attend the nursery for a visit nor can we ensure that every child is seen by their new teacher. We invite all teachers to the nursery, however not all teachers can attend the setting. However, with Parental permission, all children will be discussed with their new teacher and their report will be sent to the new setting. Where there are safeguarding concerns, these will be relayed to the new setting to the safeguarding officer; parental permission is not required for sharing this information.

**Moving home and new siblings**

We recognise that both these events may have an impact on a child. Normally, parents will have advance notice of these changes and we ask parents to let us know about these events so we can support the child to be prepared. The key person will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. through role play, stories and discussions.

**Bereavement**

We recognise that this may be a very difficult time for children and their families and will offer support to all concerned should this be required.

If parents feel that their child requires additional support because of any changes in their life, we ask that you speak to the nursery manager and the key person to enable this support to be put into place. We have an open-door policy where we promote positive and strong relationships with our parents so that they feel valued and supported, enabling them the confidence to speak to our staff regarding any changes.