

SECTION 4

General Welfare Requirement: Organisation

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

SETTLING IN/TRANSITION POLICY

Overall Aim of Statement:

At Wishing Well we want a child's early years learning experience to be a happy one. To facilitate this we know that the needs and views of parents/carers are important and we aim to create a strong and positive partnership with comfortable, open communication between pre-school and parents/carers. We are aware that children cannot play or learn if they are anxious or unhappy. Staff aim to provide an inclusive, safe, secure, caring and stimulating environment where each child is valued as an individual and is offered the same opportunities to encourage self-confidence, independence and positive self-esteem.

Specific Objectives/ Statements and Procedures:

Prior to starting parents/carers will be given written information about the pre-school (see Admissions Policy).

Parents/carers will be given a welcome pack on their child's first day at preschool- Nursery containing further useful information.

Visits Prior to inclusion on the waiting list, parents/carers are invited to visit preschool-Nursery to gain an insight into the provision and to decide whether or not to put their child on the waiting list. Parents/carers are welcome at Preschool-Nursery by appointment for a visit. A Welcome Person will show them around and explain how the setting functions, session times, ethos etc. They will also be given an information leaflet. Before starting the setting parents/carers are welcome to join in sessions which the child will be attending to allow both the child and the parents/carers to become familiar with the group prior to joining.

Key Person All children are allocated a key Person from their first day at the setting. However, all staff are responsible for ensuring each child is settled at preschool-Nursery. To facilitate a smooth settling in period, on the child's first day the key worker will discuss the settings aims and daily routines with the child and parents/carers and provide further information both verbally and in written form. Discussions will take place regarding the child's likes/dislikes etc. This will enable the child and family to bond with the key worker. In the absence of the key worker, a designated staff member will take over responsibility and will ensure that all the information is shared on the key person's return. An entry profile will be filled in by the key person and parent/carer to facilitate accurate developmental records. This will be used as the basis for the child's learning journal.

When is the child settled? For at least the first two sessions, parents/carers or a representative are asked to stay to help settle the child in, and thereafter are welcome to stay as many sessions as are preferred until the child and parent/carer are comfortable with the surroundings, staff and other children. We are aware that each child is unique and all have differing needs. All parents/carers are encouraged, when appropriate, to separate from their children for brief periods at first, gradually building up to longer absences. We aim to ensure that each child and their family is comfortable with their Key Person and all staff. Staff will maintain open communication with parents/carers and if there is separation anxiety on either side, will make regular phone calls to reassure parents/carers of their child's progress. A child is usually deemed settled once he/she is familiar with the routine, can find their own name card and are happy to be separated from the parent/carer.

Each child will be assessed in partnership with the parent/carer as to when they are 'settled'. All staff are experienced in procedures to facilitate a smooth settling in period and encourage parents/carers to have open communication regarding the settling in process.

Partnerships with parents - All parents/carers are informed that they can contact the setting anytime. We ensure that all staff know how to be approachable to parents/carers and available to answer any further questions through induction, training and our welcome procedure. We aim to have comfortable honest and open two way communication with our parents/carers. Parents/carers are encouraged to volunteer on the session's to further strengthen links, also fundraising/ social events. Parents/carers are encouraged to be involved in all the settings activities.

Reviews Parents/Carers are welcome to discuss their child's progress with their key person or make written comments in the home /school link book. If a more in depth meeting is required parents/carers are invited to make a mutually convenient time to come in to Preschool-Nursery and to talk to the child's Key Person. Staff aim to comment to parents/carers on a casual basis when they are helping in session or at drop off or pick up time regarding their child's session

Transition Policy - Preschool-Nursery maintains close bonds with the local schools. Teachers from local schools are invited to visit any time and definitely during the term before transition, where possible the setting will liaise with the local schools re friendship groups. Transition passport information is shared with the new setting. If a child leaves the setting to attend another setting, every effort will be made to pass on relevant records and liaise with the child's new Key Person. If a child attends more than one setting, every effort will be made to liaise regarding developmental matters, topics etc and to facilitate visits to pre-school and the other settings.

References to other relevant policies:

Admissions, Equal Opportunities, Induction/ Training, Inclusion, Partnerships with Parents/Carers, Safeguarding Children.

Policy Monitoring and Evaluation Information:

This policy will be monitored and evaluated as per our rolling programme at staff meetings. It will be reviewed annually by a named designated staff member, in conjunction with the staff team, unless new legislation or an incident occurs which requires immediate review of the policy

Policy updated January 2017

