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## *Settling into Nursery Policy*

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### Statement of Intent

At nursery we want children to feel safe, stimulated, and happy in the setting and to feel secure and comfortable with staff. We want parents and carers to have confidence in both their children's wellbeing and their role as active partners with the setting. We want the setting to be 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. We recognise the importance of a paced entry procedure for all new entrants and implement daily welcoming strategies throughout the year for all parents and children.

### Method

#### Enrolment at Nursery

- We invite parents to join our waiting list if we do not have spaces available at that time, and when a space becomes available, we invite parents in for a tour of the setting in order of the waiting list.
- If families wish to enrol, we send out Enrolment documents via email to parents and ask them to return to us in seven days. The child's start date will be agreed with parents at this time.
- If a family wishes to delay their child's start date, we politely ask for 2 months' notice of delay in writing. As a nursery, we will allow families to delay their place on one occasion. If a family wishes to delay again, they will be placed back onto the waiting list, and we will contact when a space becomes available again to re start the Enrolment process.

#### Children Beginning Nursery

- Before a child starts to attend the setting, we use a variety of ways to provide parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and evenings and individual meetings for key workers and parents.
- Prior to the visit, parents are issued with various administration forms to complete.
- We may offer a home visit by the person who will be the child's key person, to ensure all relevant information about the child can be made known.
- When a child starts to attend, we explain the process of settling-in with his/her parents/carers and jointly decide on the best way to help the child to settle into the setting.

- Children and their parents/carers are invited to visit the nursery for a stay and play session. This is usually in the half term before the child begins. During the stay and play session, children, parents/carers are introduced to the staff and, the child's key worker and informed about the nursery routines. The children are encouraged to take a full part in the session; this will be from 9am – 10.30am. Parents are to stay for the duration of this session to settle their child into the nursery environment.
- Children are then invited for a second 'settling in' session in the term before they start nursery from 9.00am – 11.30am. We advise parents to leave their child at some point during this session for them to begin to understand how the nursery day and routine runs.
- Once the child has started nursery, staff will agree the best settling procedures with the parent/carer. Most children settle immediately and can stay for the full session from the outset. Some children require more support to make the transition to nursery, a positive experience for them. Settling strategies may include e.g. initially staying for shorter part of a session, initially attending 3 sessions of the week, parent/carer staying for the first half hour until the child is more confident staying on his/her own.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- Staff will constantly review settling progress and discuss next steps with parents/carers.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- We reserve the right to delay the start of a child if we feel they are not ready for the nursery environment.

### Daily Welcoming of Children

- A member of the team, usually the key person, welcomes children and parents/carers at the classroom door.
- Parents/carers should then assist their child in the cloakroom, promoting 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 shown where to hang their bag onto their peg.
- 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. Children can mix with all children in the nursery.

### Sharing Information (*Please see separate Partnership with Parents Policy*)

- Parents/carers wishing to discuss the progress of their child should seek a mutually convenient time when staff would be available to talk.
- Information is available from the various notice boards, the website, leaflets displayed in reception area and emails to parents.

- Within the first term of starting, we discuss and work with the child's parents/carers to help plan the child's learning.
- Starting points are sent within the first three months of your child starting, and we invite parents to discuss this with the key worker in person or on the phone.
- Where children attend an additional setting, prior to starting, we will contact this provider through email or telephone to discuss the child's needs and development. Partnership and communication with other settings and professionals who work with the child create stronger relationships where all involved are ensuring the child's needs are met.

***We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.***

The following procedures and documentation in relation to this policy are:

*Preschool Policies*

- Partnership with Parents

**In compliance with the Statutory Framework for the Early Years Foundation Stage 2025.**

Section 2 Assessment

Ongoing Assessment

Section 3 Safeguarding and Welfare Requirements

Key person

Information and record keeping

