



Preschool and Daycare

<http://www.buildingblockspreschool.co.uk>

'Where Play is a learning experience'



Building Blocks Preschool and Daycare: Settling in Policy

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 pre-school 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.
- 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 pre-school expectations/rules e.g. wearing aprons, leaving areas clean and tidy.

- Of how and where things can be used
- Of how to use equipment appropriately
- Of basic hygiene e.g. washing hands, flushing the toilet
- Of the names of all the other adults working in the pre-school.

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, 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 areas of learning
- 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 pre-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 Baseline 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/carers
- involving parents/carers 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 BB Manager and Room Leader to look at Baseline
- Assessment forms
- informal discussions with parents/carers regarding the settling in process
- Settling is an ongoing process in the pre-school and therefore it is vital that we get it right.
- One of the main features is communication between staff and the families.

SETTLING IN

- 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 pre-school
- The individual needs of every child should be met and flexibility is all-important.
- Offer further opportunities to ask questions / share information
- Allow the child to become familiar and confident within the pre-school environment at His/her own pace.
- Allow parents/carers the opportunity to support their child for as long as they wish/as is necessary
- Give parents/carers sufficient time to become confident about leaving their child
Within the preschool environment
- 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/carers are welcome to go into these sessions to offer support.
- Parents/carers must say goodbye and reassure their child that he / she will return.
- Parents/carers should return punctually at the required time.
- Parents'/carers' rights to confidentiality will be respected. Information will be shared on a 'need to know' basis with parental involvement.