



# Settling and Transitions Policy

We want children to feel safe, stimulated and happy in pre-school and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the pre-school.

## Aim

We aim to make the pre-school 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.

## Methods

Before a child starts to attend the pre-school, we use a variety of ways to provide their parents with information. These include written information and visits.

- Before the child/children commence preschool we encourage parents/carers to complete appropriate registration documents together with our 'What I Can Do' leaflet. We provide opportunities for the child/children and their parents to attend our Induction Session as many as they like we offer flexible admission procedures, if appropriate, to meet the needs of individual families & children.
- When a child starts to attend, we work with their parents to decide on the best way to help the child to settle into the pre-school. We allocate a key person to each child and their family.
- We ask parents/carers to lead the settling in process for their child. If they would prefer to stay for part or all of the early sessions, we support them in this decision. When a parent/carer feels it is time for them to leave and allow their child to settle alone, we support them and their child in this. All children have different experiences and personalities when they start at the pre-school and we understand that the parent/carer knows their child best.
- Interact & play (taking toys TO the child) if a child is upset & reluctant to enter the pre-school room. This will build confidence & reassure the child & also the parent.
- Introduce new families into the group on a staggered basis, for example two new children a day for a week rather than 10 new children all at once.
- Parents are welcome to telephone at any time during the session to check on their child, a member of staff will be available at collection time to discuss the child's progress and involvement during the session.
- We discourage the use of dummies in the pre-school because of the effect they can have on the development of a child's speech and language skills. However we acknowledge the role these and other comforters can have in helping a child settle into a new environment. Therefore we work with parents to reduce a child's need for these by creating a safe and welcoming environment. As the child becomes settled we remove the comforters to a safe place to be returned at collection time.

## **Transition**

Following a successful introduction to the pre-school we want the child's next transition to nursery or reception class to be as successful. The final half term at the pre-school, activities are organised to reflect the transition process, and children are given the opportunity to express any concerns and fears they have. These are discussed within the activities and shared sensitively with parents.

We use Bedford Early Years Transition document this is completed by the child's Key person, parent /carer together with the views of the child. This document provides the receiving setting/School with summary information about the child's development. A copy of this will be given to the parent/carers together with the child's profile folder upon leaving.

The pre-school will provide a copy of each child's records to the parents for them to keep. If they wish these can also be shared with the receiving pre-school. Prior to sending this parents will be asked to sign their consent for sharing this information, and will have the opportunity to look at the report and discuss it with their child's key person. We actively pursue links with other settings, inviting teachers/support staff to visit the children at the pre-school in the period leading up to the transition.

When teachers/support staff cannot visit, we offer to make arrangements for the relevant Key persons to speak with their approved staff. Before any approaches are made to external bodies, the support and consent of the parents is sought.