Honeypot under Fives centre

Settling In

Statutory Framework – 3.66

All children are unique and the amount of time that a child takes to settle in varies enormously. Therefore children will be given time to settle in at their own pace, so as to make them feel welcome, safe and confident in a new environment.

Before attending for the first time the parents/carers will be encouraged to visit the setting with their child. A senior member of staff will show them around the setting. They will be introduced to other staff members and briefly informed of planning procedures and our key person system. During this visit the setting requires that the parents/carers receive an admissions form (to be returned at the settling in visit), a copy of the prospectus, a parental agreement and a Facebook agreement.

Children new to the setting will be greeted in a warm and friendly manner. Parents/carers are strongly encouraged to stay with the child for a settling in visit. During this visit the child's key person will go through an All About Me form which includes entry assessment information.
A minimum of two sessions is recommended to assist the child with settling in.
Within the first month of starting at the setting a home visit will be arranged. This helps the attachment process between key people and the child.

All staff will supervise children new to the setting to ensure that they are happy in their new surroundings. The appropriate level of supervision will depend on the child and how they react when first attending. The allocation of a key person remains flexible, however staff will respond sensitively to children to do their best to ensure an attachment is formed.
If a child is taking a long time to settle in this will be discussed with the parents/carers at the earliest opportunity available. Likewise if a parent/carer feels there is a problem during the settling in period, they should raise this with their child's key person.
Staff will always be available to discuss any concerns or other issues with parents/carers regarding their child. If they wish to meet with the manager the setting operates an open door policy.

Transition Procedure

When children turn two years eight months, if they are ready to, they will transition into the pre-school room, this will be done by firstly informing the child's parents of the transition. An informal meeting will take place between current key persons and new key persons to transfer information about the child including current learning and development information. . A transition document will be completed by both the present key person and the new key person. Parents will also be able to comment on the transition document. This allows communication to be kept open between the parents and the key people.
The child will have visits into the pre-school room, accompanied by their Key person initially. Children and parents will be supported throughout the process by the key person and informed of the child's progress.

On transition to school, Honeypots has close links with the main feeder school. Children visit the school to use the hall and the library. Visits by the Reception teacher are frequent as are our visits to the reception class. Information is shared with the school, on agreement from parents, via the transition document provided by Lancashire Childcare Quality and Continuous Improvement Team. Key people accompany children on their first taster session at school. Role play and stories are used to allow children to become accustomed to moving on to school.

To be reviewed August 2016
To be reviewed by Sarah Holliday