



TCC Christian Pre-school Settling In Policy

We want children to feel safe and happy in the absence of their parents/carers and to recognise other adults as a source of authority, help and friendship and to be able to share with their parents/carers afterwards the new learning experiences enjoyed in the pre-school. We also want parents/carers to have confidence in both their children’s wellbeing and their role as active partners with the pre-school. We aim to make the pre-school a welcome place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of the children and their families.

Methods

- We encourage parents/carers to visit the pre-school with their children during the week before an admission is planned
- We invite parents/carers and children to a special getting to know you session held before they are due to begin pre-school. Policies and practices will be discussed.
- We have flexible admission procedures, if appropriate, to meet the individual needs of families and children
- We make clear to families from the outset that they will be supported in the pre-school for as long as it takes to settle their child
- We reassure parents/carers whose children seem to be taking a long time to settle into pre-school
- We introduce families into the group on a staggered basis
- We encourage parents/carers, where appropriate, to separate from their children for brief periods at first, gradually building up to longer absences.
- All children and their families are treated equally, and our preschool is inclusive of all.
- If a child’s keyworker is unavailable or not present a staff member will be the buddy for that child/member. The buddy will help settle the child and liaise wit the family, reporting back to the keyworker any observations or new on their return.

Children cannot learn or play successfully if they are anxious or unhappy. Our settling in procedures aim to help parents/carers to help their children to feel comfortable in the pre-school, to benefit from what it has to offer and to be confident that their parents/carers will return at the end of the session.

1.1 Child development 1.2 Inclusive practice 1.4 Health and well being	2.1 Respecting each other 2.2 Parents as partners	3.2 Supporting every child 3.4 The wider context	4.4 Personal, social and emotional development
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Signed Manager

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