

# Meppershall Pre-School

## Induction and Settling in Policy

### Statement of intent

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

Children develop in individual ways and at varying rates and that is why we offer a settling in procedure that is flexible to meet those needs.

Friendships and relationships are an important part of children's development and at Meppershall Pre School we ensure every interaction is based on caring professional relationships and respectful acknowledgement of the feelings of children and their families.

We are aware that many factors will influence children's and families sociability. They may feel tired, stressed or be trying to communicate in more than one language.

Children need to feel safe, stimulated and happy to develop and grow socially, emotionally and physically. They need to feel secure and comfortable with the practitioners at pre-school. Children feel a sense of belonging in the setting when their parents/carers are also involved in it.

### Aim

We aim to make Meppershall pre-school a warm, welcoming environment where children settle quickly and easily because careful 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 his/her parents with information. These include written information (including our prospectus and policies)The family are invited in to view the setting.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents/carers to visit the setting for either the whole or part of a session.
- We carry out an induction visit with each family before their child starts, where we discuss their child's needs, likes, dislikes and any significant information. Parents/carers are given more information about the pre-school, how it is run and what they can expect during their child's time at pre-school including the role of their child's Key Person.
- Parents/carers are provided with an 'All About Me' booklet at induction to complete for their child. This contains information about people who are special to their child, what they like and what may help their child to settle should they become upset.
- 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 Pre-school. All children are unique and the child's needs are paramount so this may require a parent/carer staying with the child for one or more sessions, or gradually leaving their child for longer periods over a several sessions. Parents/carers will be supported in this process and we recognise that this can be a difficult time for some families.

- Your child will be allocated a Key Person before they start at pre-school and will be introduced to you. A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents. A Key Person helps the child to become familiar with the setting and to feel confident and safe within it whilst also maintaining their development records. They will hold more formal parent/carer consultations with you each term to share your child's progress at pre-school. During sessions where your child's Key Person is not available, other members of staff will be available to discuss your child's needs.

<b>Date approved by Pre-school committee</b>	
<b>Signed by Pre-school leader</b>	
<b>Signed by Pre-school chair</b>	