



09 Early years practice procedures

09.4 Settling in

To feel securely settled and ready to learn, children need to form attachments with the adults who care for them, primarily a key person, but others too. In this way they feel part of a community; they are able to contribute to that community and receive from it. Very young children, especially two- to three-year-olds, approach separation from their parent with anxieties, older children have a more secure understanding of 'people permanence' and are able to approach new experiences with confidence; but also need time to adjust and feel secure. It is the entitlement of all children to be settled comfortably into a new environment.

- Before a child begins at the setting both the child and parent/s attend a show round introduction with the manager, or another member of staff should the manager not be available.
- During the visit the manager and parent/s discuss the child's individual needs and interests and how to support the child settling into preschool, especially if it is the first setting they have attended.
- If the child does not attend our weekly toddler group the parent/s is made aware of the group as this is a great introduction to familiarise with the environment and resources available as well as to meet others.
- From experience we have found that the majority of children find it easier to settle when handed over to their key worker at drop off.
- For those children who find it difficult to separate from their parent/s the key worker will discuss a plan to support the child's individual needs. This may be inviting a parent / nominated family member to attend sessions with the child as needed or providing a shorter session to start with before slowly building to a full morning / day.

Settling-in for children with SEND

- If a child has been identified as having SEND then the key person/SENCO and parents will need to identify and address potential barriers to settling in e.g. timings of medication and invasive procedures, specific routines and levels of support.



For children whose first language is not English

- For many children learning English as an additional language, it may take a longer time to feel secure as the child is dependent upon the parents' input to make sense of what is going on.
- If the parent does not speak English, efforts are made to source an interpreter for induction; it will be helpful for them to see around the setting and be clear about their role in interpreting in the play area.
- The need for the parent to converse in the child's home language is important.
- With the parent/s support, a list of key words in the child's home language is made; including phonetical pronunciation. These words will be used with the child and parents will be addressed with 'hello' and 'goodbye' in their language.
- Children will be spoken to as per any other child, using gestures and facial expressions to help.
- Progress with settling in will be done as with any other child; it may just takes a little longer to reach dependency/independence.

Prolonged Absence

- When a child has not attended preschool for a significant period of time they may need to be re-settled into the setting and with their key worker. This may involve reducing the sessions and length of sessions to support the child and their individual needs. The key worker will discuss and agree a plan with the parent/s and is managed on a case by case basis.