

Settling into Nursery Policy

Statement of intent

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

Aim

We aim to make the nursery a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of each child and their family.

Methods

- ★ Before a child starts nursery, we use a variety of ways to provide his/her parents with information. These include written information (including our website and policies), displays about nursery activities, information days and individual meetings with parents.
- ★ We provide opportunities for the child and his/her parents to visit the nursery before they officially start attending.
- ★ When a child starts to attend, we work with his/her parents to agree on the best way to help the child to settle into the nursery.
- ★ We allocate a Key person to each child and his/her family, before he/she starts to attend. The Key person welcomes and looks after the child and his/her parents at the child's first session.
- ★ We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- ★ We ask parents to fill out a 'Passport' document about their child's likes, dislikes, daily and weekly routine and where their learning journey has taken them so far. This document is then used by the child's Key person to settle the child at nursery and prepare some next steps for his/her learning.
- ★ Within the first four weeks of attending nursery we discuss and work with the child's parents to create their child's online learning journey on Tapestry.
- ★ Parents are always welcome to stay at nursery for as long as they feel their child needs them. We recognise how important it is for each child to be happy and at ease in their new environment. If the child finds it impossible to settle, the parent will be advised and alternative arrangements will be made to suit the child.
- ★ It is our policy to accept that each child is an individual and this necessitates individual care and support specific to each child.
- ★ Our nursery has a policy of accepting children with special educational needs if it is at all possible. We try to get extra help if it is desired or deemed necessary with parent approval. (Please refer to our Special Educational Needs and Disabilities Policy)
- ★ We will access training or professional advice for any child who requires medical support prior to their start date.

Transitions

- ★ As children move through the nursery, we take care to ensure transitions between rooms run as smoothly as possible.
- ★ Children move through in age or developmental stage order, and as spaces become available.
- ★ As children move through the nursery, we take care to ensure transitions between rooms run as smoothly as possible. Transitional reading material will be given to parents. Parents will be introduced to their child's new Key person and room routines. Children will have lots of opportunities to visit their new room and Key person.

- ★ If a child is joining nursery from a different setting, with parent's permission, we will seek transition information from the previous setting.
- ★ We contact each receiving school as soon as we are made aware to invite teachers to visit children prior to them starting Reception Class in September.
- ★ We use the Norfolk County Council 'Record of Transfer' document to inform other schools / nurseries about any child transferring to their setting.

This policy was adopted by Once upon a time nursery school

Date: 24 September 2007

And updated: 10 April 2019

Signed on behalf of the nursery

To be reviewed: Annually or sooner if any matters arise