



# Settling In Policy

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All the staff at Hollywood Park believe that relationships are really important. Settling into a new place or making a transition or change, whatever age you are, is all about making relationships and attachments with new people.

Transitions can be very difficult for people, and the transition from being at home with your family, to coming to nursery where there are lots more people to get to know, can be a very scary one for you and your child.

We really want the settling time to go well for you and your child. We know that a little time spent on the first few days and weeks of your child's time at nursery can help them feel welcome and cared for; it helps their wellbeing.

We know that if their wellbeing is high then they will be able to play and learn happily. We also know that if their wellbeing is not high then they will find it hard to learn.

The way a child is settled into nursery is of great importance. An essential component of a child's learning at school is that she/he should be happy; therefore our aim must be to settle a child in whatever way is appropriate to that particular child in order to maximise that child's feelings of security, safety and happiness. An unhappy child does not learn effectively.

In the statement of play below we assert that:

- ✚ the whole child is considered to be important ...
- ✚ intrinsic motivation is valuable ...
- ✚ learning is holistic ...
- ✚ autonomy and self-discipline are emphasised

A child's feelings of security, safety and happiness impinge upon all these areas.

## **Play Statement - General**

a) Early childhood is valid in itself and is a part of life, not simply a preparation for work, or for the next stage of education.

b) The whole child is considered to be important - social, emotional, physical, intellectual and moral development are interrelated.

c) Learning is holistic and for the young child is not compartmentalised under subject headings.

d) Intrinsic motivation is valuable because it results in child-initiated learning.

e) Autonomy and self-discipline are emphasised.

f) In the early years children learn best through first-hand experience.

g) What children CAN do, not what they cannot do, is the starting point in children's education.

h) There is potential in all children which emerges powerfully under favourable conditions.

i) The adults and children to whom the child relates are of central importance.

j) The child's education is seen as an interaction between the child and the environment, which includes people as well as materials and knowledge.

When a child starts at the nursery school, we ask parents/carers to be prepared to stay for a few sessions to help her/him to settle in. This can be difficult time for parents and children, so it is important to make it as easy as possible.

When your child first starts nursery they don't know us and we don't know them – we are strangers.

In everyday life you would not leave your child with a stranger – it is the same when your child starts nursery – you cannot just leave your child with strangers!

As each child is an individual it is very hard to predict how long it will be before a child is settled in. Many factors affect the child's confidence in these early days. Some children settle quickly and some may take a long time.

What the nursery staff will ask you to do at the beginning is to stay and play with your child in the nursery for the first few days so we can all get to know each other.

The Nursery staff will not keep your child in nursery for the whole time to begin with – they will start with a short amount of time and build up the time as your child gets used to coming. The nursery staff will keep observing your child and how they are getting on. They will keep talking to you about how long your child can stay each day.

The nursery staff will ask you to go away from your child for a little while and wait in the staffroom or reception, so you are still in the nursery but to near to your child.

The next step is for the nursery staff to arrange for you to go out of the nursery for a little while, so your child can practice being without you for a while. This may happen for a few days. It is important that you keep to the times that you agree with the staff.

As your child becomes happier and happier about coming to nursery, the time they spend here will get longer and longer, the staff will keep talking to you about this.

When your child is very happy to come to nursery every day then they can stay for the story at the end of the morning or afternoon. We do not keep new children for this part of the day as it is the most formal and the most difficult for very new children – sitting on the carpet in a big group listening to a story or doing some singing is a very hard thing to do when you are very young and very new!

All of this information is discussed at your new parents meeting.

We all want the transition from home to nursery to be a positive experience for everyone. We know that if this transition goes well, then other transitions such as leaving nursery to go to primary school, or moving to a new class within the primary school each year will be easier for you and your child. Things learnt at this very early age stay with your child for the rest of their lives.

**Date Agreed**

Summer 2020

**Where Agreed**

Teaching and learning Governors

**Review Date**

Summer 2022

**Signed Chair of**

**Governors:** \_\_\_\_\_

**Date:** \_\_\_\_\_