



Settling-in Policy

We know that your child's transition into nursery life is an important one and one that's needs to be carried out slowly.

Transitions is the changes a child encounters from one place to another, e.g. from home to nursery, changing rooms within the nursery setting, attending more than one childcare provision (or childminder) and starting school.

Often, these transitions involve a process of change that requires them to adapt their thoughts, feelings and behaviours to meet new expectations.

Through the implementation of this policy, Wickham Montessori Nursery aims to work in partnership with parents/carers, practitioners from other settings and/or childminders and school staff to share information about the child and what support he or she may need. We offer support and understanding to the period of adjustment required by children and parents/carers as they adapt to change.

Attachment Theory:

As an Early Years setting, we support John Bowlby's attachment theory and the need for having a key worker system at nursery that enables your child to build a significant attachment to an adult during their time at nursery. For this to be effective, your child can get to know their key worker and building an attachment before you even leave the nursery, helping with a smooth transition into nursery.

Our settling strategy:

We offer a wide range of procedures in order to create a smooth transition into nursery such as:

- All About Me forms (so we can learn about your child before they enter nursery)
- Taster sessions
- Your child will be assigned a key worker.
- Children can start with smaller sessions building
- Favourite toys/comforters from home can be kept on the child
- Special arrangements to support children who speak English as an additional language, or who have learning difficulties e.g. staff using words in the child's home language and obtaining support from outside agencies.
- Our online "My Montessori Child" help parents to be kept inform of their child's day and how they have got on

Before your child even comes into nursery we can start getting to know them by the parent filling out an 'All About Me' form. This form will help us get to know your child's routines, likes/dislikes and any other additional information that you feel is necessary.

The transition between room bases:

- When it is felt by practitioners and parents/carers that a child would benefit from moving up to the next room (this can be dependent on both the age of the child and their stage of development), we support the child and parent/carer in the following ways:
- In advance of the transition, the new key person will find opportunities to spend time with the child, e.g. at singing time and child will go on a few hour visits before hand.
- Key people liaise with each other and share information, e.g. children's folders/observations.
- Parents/carers are shown around the setting when they first register, but are able to be shown again if requested.
- The transition from one provider to another during the working week
When a child attends more than one setting or childminder we make contact with them and share information to provide the best outcomes for the child. These include:
- We obtain permission from the parent/carer to make contact with the other setting/childminder
- Transitions book that both settings can contribute to which include information about the child's learning and development
- Sharing behaviour strategies and planning ideas

The transition from our setting to school

- We recognise that starting school can be a worrying time for children and their parents/carers, and the more that can be done to ease this transition, the more positive an experience it will be for all involved.
- We invite teachers/support staff to visit the child at the setting and make direct contact in particular where there are concerns about a child's behaviour or development.
- Our practitioners visit the school with the children

We organise activities which reflect the transition process, e.g. provide opportunities for children to express their concerns and fears

- We complete transfer documents and give assessments of a child's current progress within the EYFS

How parents/carers can support their child

We understand the importance of parents/carers role in providing stability and continuity throughout the transition process for their child, the following are ideas for offering support:

- Preparing your child for nursery by explaining you will leave them but you will come back and ensure your child is used to being left with other adults sometimes
- Talk to your child about their key people and nursery teachers
- Allow time to talk through your child's worries and concerns
- Share information about your child during settling-in sessions
- Be involved in the sharing of information between settings/childminder

Taster sessions

Taster sessions are a great way to introduce your child into nursery. These give parents the chance to come into nursery with their child and introduce them to the staff and rooms. These sessions usually start quite short and increase as we go along. Parents are welcomed to stay with their child for these sessions and only leave them when they feel they are ready.

Key worker system:

Every child in our setting is assigned a 'key worker'. This key worker will be in charge of our child's personal learning journey and will develop a closer bond with them, enabling your child to feel comfortable whilst they are at nursery. This key worker bond helps the transition process as your child will create a bond with them. They will know this child and will relate back to you at the end of every session with what they have done.

We encourage all children to start their sessions quite short and build up slowly. This helps the child to feel safe that you will return and reduce any abandonment issues they may have.

We also encourage parents to phone up throughout the day to check on their child's progress. This also helps to comfort the parent with how your child is doing and that they have made the right choice.

At Wickham Montessori nursery we welcome voluntary workers. In order for us to be able to offer a voluntary placement, the individual must be attending a relevant childcare course at a reputable institution or have already undertaken childcare courses.

Each voluntary member of staff undertakes the same recruitment and vetting procedures as our permanent employed members of staff to suit their suitability for the position.

On starting voluntary employment the staff member will be required to undertake our induction and will be asked to fill in all relevant forms such as, personal details, medical disclosure and medical report consent. The volunteer will also be asked to apply for a DBS enhanced disclosure if their training institution does not do this for them, until the disclosure has been seen they will not be able to be left alone with the children and will be supervised at all times.

If deemed suitable by the nursery, the volunteer will be given a job description and personal specification that will explain their roles and responsibilities within the nursery. The nursery volunteer will be assigned a qualified member of staff who will act as a mentor throughout the volunteer's time at the nursery.

