



Settling-in Policy

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

Transitions are 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.

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.

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 up to their full hours
- Favourite toys/comforters from home can be brought into nursery
- 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 "Tapestry System" helps to keep parents informed on nursery matters and their child activities and interest during their time at nursery

The transition between rooms:

When it is felt by staff 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, your child will go to their new room for a few hour visits before the move.
- Key people liaise with each other and share information on your child and discuss any information needed to be passed on.
- 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, including.
- 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 comfortable being left with other adults sometimes if possible
- 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 your child's personal learning journey and will develop a closer bond with them, enabling your child to feel comfortable whilst they are at Wickham Montessori. 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 your child has been doing during the day.

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.