



Ghanshyam Nursery School

'Laying the foundations for life'

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Starters/Settling Policy

Updated: July 2022

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Starters/Settling Policy

Ghanshyam Nursery School is committed to safeguarding and promoting the welfare of children as we believe that this is of paramount importance. We expect all staff and volunteers to share this commitment. We uphold the rights of everyone to equality under the law regardless of gender, age, race, belief, ability, disability, sexual orientation or identity.

We believe that our core school motto ('Laying the foundations for life' - We strive to provide the highest quality childcare facilities and personnel for the social, personal, cultural and religious advancement of the child) and British values are not mutually exclusive. We focus on ensuring our work is effective in securing this motto; challenging children, staff and parents/carers who express opinions contrary to the British values with regard to our duty to prevent extremism and radicalisation. Ghanshyam Nursery School has the highest regard for the safety of the children in our care and will carry out its duties to safeguard and promote the welfare of children at all times.

When children are settling in the nursery, it is vital both children and parents feel valued and parents feel confident they have made the correct decision for their child. This is down to how welcome we make the child and parent feel. From when a parent registers at nursery, we ensure that we are treating them as an individual and part of the nursery.

Settling In

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the Nursery is a happy and dedicated place to attend or work in. 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 children's well-being and their role as active partners with the Nursery. 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 children and their families. The Nursery allocates a key person for each child.

The key person should help the child to become familiar with the environment and to feel confident and safe within it, developing a genuine bond with the child and the child's parents and offering a settled and close relationship. The key person should meet the needs of each child in their care and respond sensitively to their feelings, ideas and behaviour, talking to parents to make sure that the child is being cared for appropriately.

Procedures

- We allocate a key person before the child starts.
- The key person is responsible for settling the child into the nursery.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and coordinates the sharing of appropriate information about the child's development with those carers.
- A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our Nursery and at home.
- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.
- In the absence of a child's key person the manager or deputy manager acts as key contact to the parents.
- We promote the role of the key person as the child's primary carer in our Nursery, and as the basis for establishing relationships with other staff and children.

Settling-in

- Before a child starts to attend the Nursery, we use a variety of ways to provide his/her parents with information. These include written information like newsletter, 4 weekly menu and important dates information about activities available within the Nursery, individual meetings with parents.
- We provide opportunities for the child and his/her parents to visit the Nursery.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling in process.
- We may offer a home visit by the person who will be the child's key person, if we feel it would help the settling-in process and to ensure all relevant information about the child can be made known.
- When a child starts to attend, we explain the process of settling-in with his/her parents for the best way to help the child to settle into the setting.
- As per the settling in if required, we will ask the parent, carer or close relative, to spent some time with the child in the room on the first day of the nursery. We cannot have more than one parent at any time in the nursery room during settling because it can upset and unsettle the other children who have already started or are on register and settled already.
- If the parent and the manager feels that the child requires more settling in the manager will have a discussion with the parents to plan these sessions before hand.

- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning.
- Within the first four to six weeks of starting we will discuss and work with the child's parents to start to create their child's portfolio.