

## **Aim**

We aim :

- to support children and their families in the transition from home, or another setting, in to school.
- to provide a welcoming and secure environment that promotes confidence and independence
- to foster positive relationships between staff, children and parents & carers.
- to welcome and celebrate cultural diversity and respect differing approaches to child development

### **Kay Rowe Explorers**

- All children on the waiting list are offered to be part of Kay Rowe explorers in the two terms leading up to them joining the Nursery. This enables the children and families to become familiar with the Nursery and to ask any questions that they might have. Explorers visit the nursery for an hour and a half- this can be booked in advance. Children may attend up to 6 sessions. Families are invited to attend workshops in the Children's Centre on sleep, toilet training, healthy eating and parenting.
- This enables any additional needs to be addressed in advance.
- Families are also encouraged to attend other Children's Centre activities and to attend any community events in the Nursery e.g. well being day or world book day.

### **In order to achieve our aims we:**

- offer home visits for new children whenever possible.
- stagger entry to allow children to settle in as calm atmosphere as possible
- allocate a key-worker to make initial contact with child & family and support settling
- the key-worker collects background information (entry form) in order to get to know the family
- familiarise child and carer with staff, environment and routines
- are available to answer questions and reassure if necessary
- discuss separating and settling strategies and try to agree on the approach - (emphasising that we expect parents to be involved, staying if necessary and co-operate during the settling time i.e. returning at agreed times, attending for shorter sessions)
- Bilingual Staff help to translate when possible
- We provide drop-in facilities for children attending the following term

All strategies can be flexible to meet individual needs. Staff may consult other agencies if it is felt that support is needed or consider deferring a place where a child continues to be distressed. Intervention by a worker to aid separating needs to be handled with sensitivity and in partnership with the carer.

### **Staff must ensure that parents are made aware of :**

- routine \ register
- times \ punctuality
- absences

- consent for outings
- donation \ money
- parking
- role in settling child
- home/school agreement

**Strategies may be :**

- helping the child to get involved in activities in a group before being left
- agreement for parent to withdraw to parents room for 5 - 10 minutes
- parent to return early
- support for a particular routine that makes child feel secure
- parent withdraws child from parts of session they cannot cope with eg story time/dance sessions
- parent stays for particular parts of session only

**Full Time places**

The above policy applies to full time places. A planned programme of settling needs to be arranged between the parent/carer and the key-worker. This should involve the child experiencing each part of the school day, building up to a full day, with support as necessary. Parents starting or returning to work will need to bear this in mind and arrange to be available.

A **suggested** timetable may be

Day 1 am session,.

Day 2 am session parent withdrawing for short time if child is happy with parent returning and taking child in to lunch

Day 3 lunch and pm session with adult withdrawing if child settling well

Day4 am session, lunch, pm session, visit after school club with parent

Day 5 breakfast with parent, all day without parent but available if necessary

**This is the minimum time that could be expected** and the plan needs to be flexible to allow for more time for the needs of the child to be met and make settling a positive experience. Chestnuts after school club will also need to be consulted.