



E 2. Settling-in policy

Aims and objectives

Parents should allow one to two weeks to settle their child into the nursery school prior to their first official day, during which time they should be available. We believe that the introduction of a child to a new environment should be handled sensitively and your child's emotional and physical well-being during the first days, and thereafter, is of paramount importance. Successfully settling a child into our setting is not only crucial to the child's future enjoyment but enables parents to return to work confident that the child is happy and in safe hands. It is important that the Settling-In period immediately precedes the official start date and is not interrupted by holidays or other changes. If a child is not allowed to settle smoothly, it will have adverse impact on the enjoyment of their time with us for several months, thereby disrupting parents' working life too.

We will call you around two (2) weeks before your child's anticipated start date to arrange a first Settling-In Session with his/her potential key persons being present. This usually takes place during the morning of a quiet day so that your child enters as calm an atmosphere as possible and acclimatises to the environment. We would like to stress the importance of keeping to the appointed time as we would have allocated that part of the day specifically to your child. Please bring with you your child's Original Birth Certificate, Immunisation Record, your proof of address, Completed Registration Form if not already completed and any soother your child is used to. Please also bring with you a few family photographs and/or family photo album, a favourite item from home e.g. favourite book/blanket/teddy and other labelled items requested in the "New Student Info Sheet", namely:

- Water bottle or 'sippy' cups;
- If your child is wearing nappies, sufficient nappies, wipes and cream for the week;
- A pair of easy to wear (velcro recommended) indoor easy to dry shoes with non-slip soles (leather slippers recommended);
- A pair of high wellingtons (at least four fingers above ankles);
- All-in-one raincoats;
- 3 sets (unless potty training then plenty of) of spare change of clothing and underwear for when messy activities get the better of us!;
- A toothbrush and a toothpaste in closed washbag – children love learning how to look after themselves;
- USB external storage for your children's photo and video updates; and
- Any other weather specific clothing such as hat, scarf, gloves, sun cream, sandals, sunhat, swimming suits etc...

Before your child starts the contracted hours and days, s/he will have at least two (2) such sessions on consecutive days. However, each child is an individual requiring an individualised Settling-In Process tailored to his/her needs. Some children settle quickly and others need more time, therefore the exact duration of overall Settling-In Period may differ. We have an honesty policy and will inform parents if their child has been upset or distressed and for how long. We feel it is essential for parents to be given an accurate account of their child's reactions. We also encourage parents to be honest about their reactions and feelings. This ensures that we work in partnership with parents, making the introduction to nursery school a positive experience for both parent and child.



MONTESSORI GARDEN Nursery School

E2. Settling-in PP

During the Settling-In Period, parents should arrange to either stay for about an hour with their child and/or be available to arrive within 5-10 minutes of being called for. We understand the importance of sensitive and responsive nurturing, especially for the younger child's emotional development. We will therefore call you if we feel that your child is starting to become upset and needs reassurance. It may mean having to go and come back several times. We believe in the importance of saying firm and brief goodbyes while explaining that you will return and, as soon as possible, progressing to saying goodbyes in the hallway or the designated drop-off point, so that there is a clear understanding and expectation management. We encourage prolonged and happy reunions in the hallway or the designated pick-up point, to highlight positive memory so please do plan plenty of time for pick up.

Depending on how the Settling-In has been, the following (2) week's period may require parents to be available for further reassurances, but in most cases the child would have settled into our routine and the official start date may have commenced.

The 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 setting and at home. We work closely as a team and we all work with every child so when a child's key person is absent the children will always have a familiar adult to support them in the setting.

The procedure:

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information including our prospectus and policies, displays about our activities, the routine and any other relevant information.
- We allocate a key person to each child and his/her family once she/he starts to attend; all teachers welcome and look after the child and his/her parents at the child's first session and during the settling-in process until the child forms a bond with a particular teacher.
- We complete a parent and child induction checklist, ensuring we collect all useful information regarding the child to enable us to support him/her during their settling in period and thereafter.
- At registration, we explain the process of settling-in with Parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the Parent, Carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.
- 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 positive relationships with particular teachers; for example, the child looks for the adult when he/she arrives, goes to her/him for comfort, and seems pleased to be with her/him. The child is also familiar with where things are and is pleased to see other children and participates in school activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when e.g. after tea time (please use event based timing unless the child is a competent clock reader).
- We recognise that some children will settle more readily than others. The process will be flexible in terms of children's individual needs. However, some children who appear to settle rapidly are not ready to be left, so we expect that the parent will honour the commitment to stay for at least the first week if needed.
- We do not believe that leaving a child to cry for prolonged period of time will help them to settle any quicker (exception of a short spell of crying and/or other reactions at drop-off point after which the child is able to engage in activities and thereby able to be distracted and/or distract him/herself). We believe that a child's distress will prevent them from learning and gaining the best from the setting.



MONTESSORI GARDEN Nursery School

E2. Settling-in PP

- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left.
- Staff will be forthcoming with feedback about children's days at the setting and be available to answer any questions that might arise within initial period and thereafter.