



Settling in and Transitions Policy

STATEMENT OF INTENT.

We want children to feel safe, stimulated and happy at Totterdown Preschool and to feel secure and comfortable with staff. We also want parents/carers to have confidence in both their child's well-being and their role as active partners within the preschool.

Aim

We aim to make Totterdown Preschool a welcoming setting where children settle quickly and easily because consideration has been given to the individual needs and circumstances of the children and their families.

Methods

- Before a child starts to attend the preschool, we use a variety of ways to provide their parents/carers with information. These include written information which can be accessed via our website and Facebook page, displays about preschool activities, and visits to the preschool to look around.
- Prior to a child starting we conduct a home visit where we introduce ourselves to the child and play some games with them. We also get the parents to fill in an 'All about me' form and give them a jumper and bag. This helps us to get to know the child in their own environment.
- Before starting their sessions we offer a series of settling in days, gradually building up the time the child stays until they are comfortable and happy in their new setting. We initially have a parent/carer accompany the child for an hour and then have the child in on their own. Most children will have 2-3 settling in sessions, however if a child is unsettled this will be extended.
- When a child starts to attend, we work with their parents/carers to decide on the best way to help the child to settle into Totterdown Preschool.
- We allocate a key person to each child and their family who welcomes and looks after the child and their parents/carers.
- The key person becomes the first point of contact for the child and their family during their time at the setting, and is involved in the child's care and play throughout the sessions. Where possible the key person will continue in that role throughout the child's time at the preschool. If the key person is not available then a

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senior member of staff will be available.

- When a parent/carer feels it is time to leave their child we provide support in this decision. All children have different experiences and needs when they start at the preschool and we understand that the parent/carer knows their child best.
- Parents/carers are welcome to telephone at any time during the session to check on their child. Their child's key person will be available at collection time to discuss the child's progress and involvement during the session. If a child was distressed when the parent left we would telephone to reassure them once the child was settled or if the child continued to be distressed and inconsolable we would telephone to ask the parent to return.
- We discourage the use of dummies in the preschool because of the effect they can have on speech and language skills. However we acknowledge the role that these and other comforters can have in helping a child settle into a new environment; therefore we work with parents/carers to reduce a child's need for these by creating a safe and welcoming environment. As the child becomes settled we remove the comforters to a safe place to be returned at collection time.

Transition

Following a successful introduction to the setting we want the child's next transition to reception class to be as successful.

- We work with parents/carers to try to place children in groups with others who will be attending the same reception class. This helps children in their first days at the new setting.
- We actively pursue links with other settings; inviting teachers/support staff to visit the children at the preschool in the period leading up to transition.
- When teachers/support staff cannot visit then we offer to meet with them for a professional discussion on the children in our care.
- Before any approaches are made to external bodies the support and consent of the parents is sought.
- During the final half term at the preschool, activities are organised to reflect the transition process, and children are given the opportunity to express any concerns or fears they may have. These are discussed within the activities and shared sensitively with parents/carers.
- The preschool will provide a copy of each child's records to the parents/carers for them to keep. If they wish these can also be shared with the receiving setting. A formal report will be forwarded to the receiving setting by the preschool. Prior to sending this parents/carers will be asked to sign their consent

for sharing this information and will have the opportunity to look at the report and discuss it with their child's key person.

Agreed by: Shamira Lumsden, Claire Childs, Melissa Chantry, Diana Khatib

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STAFF ACKNOWLEDGEMENTS

I have read this policy and will adhere to it in future practice:



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