

Crescent Nurseries 04 – SETTLING IN POLICY

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1.0	Mar26 Amended policy "SETTLING IN POLICY"	Hannah MacGuire

Persons responsible

- Director – Faheem Chishti
- Fozia Shah – Senior Nursery Manager

Statement of Intent

At Crescent Nurseries, we are committed to ensuring the safety, well-being, and consistent development of every child. Regular attendance is essential for children to benefit from the experiences we offer. Crescent Nurseries aims to work in partnership with parents/carers to settle the child into the group environment to ensure they feel safe, secure and comfortable with staff and their surroundings. We aim to give consideration to the individual needs of children and families and give confidence to parents, enabling them to feel comfortable that the needs of their child will be met.

Settling in Process

- 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 (including our prospectus and policies), displays about activities available within the setting, information days and individual meetings with parents.
- Before a child is registered, we provide opportunities for the child and his/her parents to visit the setting.
- 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 use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting. In their first session, children will be introduced to the staff members, to other children and shown around the rooms in the setting.
- We expect that the parent, carer or close relative will stay for most of the session during the first week (Stay and Play Sessions), gradually taking time away from their child, increasing this as and when the child can 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 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 recognise that some children will settle more readily than others but that 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.
- 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 and gaining the best from the setting.

- **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.** This is especially the case with very young children.
- Regular discussion will take place with parents around their child's progress and how their child is settling in. These will be based on relationships with staff and peers, participation in activities, familiarity with routines and the whereabouts of resources and equipment.
- During this settling-in period, the practitioners can build up a picture of the child, using information that is gathered through communication with parents and observing the child. They can see what the child's interests are, their stage of development and how we can best support them through this particular time.
- Within the first six weeks of starting, the key person will use the information they have gathered from the parents, the completed 'Getting to Know You' booklet and their observations of the child to complete their Early Assessment Review and start to fill in your child's Record of Achievement. This will then be discussed with parents about how their child will be supported in the nursery along with ideas about how they can support them at home.
- At the end of each term, the key person will summarise the child's learning through an Interim Review, Progress Summary, Two-Year Check or a Transition Summary.