

SETTLING IN PLAYGROUP PROCEDURES

We want children to feel safe, stimulated and happy in the absence of their parents and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well being and their parental role within the setting.

Aim

We aim to make our setting a welcoming place where children settle quickly away from their parents and then are able to share with their parents afterwards the new learning experiences that they have enjoyed at playgroup.

We will:

- Before a child starts, we will provide his/her parents with written information to include a welcome letter, registration documentation and prospectus. This will include meetings with parents to discuss how the playgroup runs, the care and education that we can offer, how we can meet that child`s and family`s individual needs.
- Encourage parents to visit the playgroup with their children during the weeks before an admission is planned to meet the staff and other children. Create opportunities for the exchange of information through discussion so this can be recorded on entry to each child`s learning journey profile etc. Use visits to explain and complete 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. Encourage parents where appropriate to separate from their child for brief periods at first, gradually building up to longer absences.
- Parents will be informed that their child will have a named key person (member of staff). The key person will introduce themselves within the first week to the parents/or carers explaining their role and engage parents and/or carers in supporting their child`s learning and development.
- Children when allocated a key person will then have a named designated coat peg, self-registering name card under their key person`s symbol and also a named place mat which lists any dietary requirements if necessary. Through simple routines children very quickly realise that they have their own space for their belongings and where to go to get them but also that they belong to a group.
- We judge a child to be fully settled when the child forms a relationship with a member of staff or key person, then moves on to be pleased to see other children and becomes familiar with where things are and he/she is happy to participate in activities.

- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back and then to leave promptly. We do not believe that leaving a child to cry will help them to settle any quicker, staff do not leave children distressed and will be close by to offer comfort as long as is needed.
- Reassure parents whose children seem to be taking a long time to settling into the playgroup and keep them updated at every visit until their child has settled.

This policy was adopted at a meeting of Jack and Jill Playgroup held on:

Signed on behalf of the pre-school:

CHAIRPERSON

Safeguarding and Welfare Requirement: Information and Records
