



Early years practice

9.3 Settling in and transitions

To feel securely settled and ready to learn, children need to form attachments with the adults who care for them, primarily a key person, but others too. In this way they feel part of a community; they are able to contribute to that community and receive from it. Very young children, especially two- to three-year-olds, approach separation from their parent with anxieties, older children have a more secure understanding of 'people permanence' and are able to approach new experiences with confidence; but also need time to adjust and feel secure. It is the entitlement of all children to be settled comfortably into a new environment.

The setting manager and key person explain the need for settling in and agree a plan with the parents.

Parents are updated regularly during the child's first weeks at preschool via tapestry.

- Most children of this age can move through the stages more quickly and confidently.
- Some children take longer, and their needs for proximity and secure base stages should be accommodated as much as possible.
- Some children appear to leap to dependency/independence within a couple of days. In most cases, they will revert to the need for proximity and secure base. It can be difficult to progress to true dependency/independence and this can be frustrating.
- After the parent attends for an induction meeting with the setting manager or deputy and key person, (or in some circumstances a home visit), a settling-in plan is discussed.

For children whose first language is not English

- For many children learning English as an additional language, the stage of proximity takes longer as the child is dependent upon the parents' input to make sense of what is going on.
- The need for the parent to converse in the child's home language is important.
- The key person makes the parent feel welcome using smiles and gestures.
- With the parent, make a list of key words in the child's home language; sometimes it is useful to write the word as you would pronounce it. These words will be used with the child and parents will be addressed with 'hello' and 'goodbye' in their language.
- The key person prepares for the child's visits by having a favourite toy or activity ready for the child to provide a means to interact with the child.
- Children will be spoken to as per any other child, using gestures and facial expressions to help.
- Progress with settling in will be done as with any other child; it just takes a little longer to reach dependency/independence.

This policy was adopted by	Sunnybank pre-school
Adopted on	24/11/2021
Date reviewed	17/05/2023
Date for next review	17/05/2024
Signed on behalf of the provider	
Name of signatory	
Role of signatory (e.g. chair, director or owner)	