



Settling In

Statement of Intent

At Tiny Tots our aim is to work in partnership with parents* to help them become familiar with the setting and offer a settled relationship for the child. We know children learn best when they are healthy, safe and secure, we build positive relationships with parents to ensure we can meet children's individual needs and help them settle quickly into nursery life.

All our staff know about the importance of building strong attachments with children. They are trained to recognise the different stages of attachment and use this knowledge to support children and families settling into the nursery.

The settling in process keeps the child at the centre of the curriculum and allows the key worker to stage/curate the indoor and outdoor space with provocations of interest to the child. Resources should connect the child to their culture so they are being seen and heard, for example respecting home languages, reflecting cultural values through books, loose parts, fabrics from countries of origin, puppets and persona dolls.

Our settling in procedure includes:

- Allocating a key person to each child and his/her family, before he/she starts to attend. The key person will be named on the child's profile on Family. The key person welcomes and looks after the child, ensuring that their care is tailored to meet their individual needs. He/she offers a settled relationship for the child and builds a relationship with his/her parents during the settling in period and throughout his/her time at the nursery, to ensure the family has a familiar contact person to assist with the settling in process
- Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child's needs are supported
- Providing parents with relevant information about the policies and procedures of the nursery and introducing them to the Family app.
- Welcoming parents to stay with their child, where possible and applicable during the first few weeks until the child feels settled and the parents feel comfortable about leaving their child.
- Encouraging parents to send in family photos to display to help settle the child
- Reassuring parents whose children seem to be taking a little longer to settle in and developing a plan with them, for example shorter days or a delayed start where possible.
- Providing regular updates and photos of the children on the Family app.
- Respecting the circumstances of all families, including those who are unable to stay for long periods of time in the nursery and reassure them of their child's progress towards settling in.



- Planning tailored settling in visits and introductory sessions for any children that has a special educational need. This may include meetings between the parent and SENDCo and with any outside agencies.
- It is important that any agreed strategies and resources to support a child with SEND are in place, where possible, from the beginning of the settling in process.
- Children with a special educational need will be placed with a member of staff that has prior knowledge or training in the area of need. Where this is not possible, training will be given and the member of staff will be mentored by the SENDCo.

The Child's Cultural Background

Learning deeply about our families and children and their cultural background reveals who they are and what they bring to nursery. Understanding the child's exposure to play and prior experiences, will help practitioners to meet their individual needs and will give the child a sense of belonging. Conversations with parents will be based on the following areas:

Image of the Child & Family

How do we know what the children bring with them?

1. In your opinion, what impact has COVID or any other personal events had on your child's development and life experiences? (Diverse experiences / exposure to trauma / cost of living crisis)
2. How does your child like to be held, changed and soothed?
3. How can I make your child feel safe and open to trying new things?
4. What are they most likely to get upset about? What strategies do you use?
5. What triggers their frustration, anger or other big emotions? What strategies do you use to co-regulate their feelings?
6. In your opinion, has your child reached their developmental milestones according to their age? (Physical development, emotional / social, speech and language)
7. Does your child have any learning needs? How can we support you and meet their needs?

Family - Knowing and recognising the Child and family's cultural values

1. Tell me about family life. Who is at home? Do you have extended family close by?
2. What is important to you as a family? How do you like to spend your time?
3. Is only English spoken in your family or are there other languages that your child hears? How could we celebrate your home language?
4. Do you and your child regularly visit a place of worship?

Value of Play - What are the children's play experiences? Play is important because it contributes to child development, especially social and emotional development and wellbeing.



1. Do you attend regular children's groups/clubs? How does your child interact and play in these groups? (Collaborative play)
2. Tell me about how your child plays with their siblings and others that are close to them. (Collaborative play)
3. What sparks your child's curiosity and how do you play together? (Collaborative play)
4. When playing independently, what do they like to play with for example, commercial toys or loose parts such as pots, pans, tea set, etc?
5. Do you have an outside space and when outside does your child play independently, with their siblings or always with an adult?
6. How can you best describe how your child communicates their wants and needs with you and with other people?

Where do they live? Understanding neighbourhoods / community structure

1. Where do you live? (rural / urban)
2. What play spaces do you use? (Local Park, school playground, leisure centre, woodland)
3. What community resources and activities are available?

| This policy was adopted on | Signed on behalf of the nursery | Date for review |
|----------------------------|---------------------------------|-------------------|
| <i>31/1/23</i> | | <i>January 25</i> |
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