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Our 'Settling In Policy'

We want your child to feel happy and safe with us. To make sure that this is the case, our staff will work with you to decide on how to help your child to settle into the setting. Our policy on the role of the key person and Settling-in is enclosed with this document.

We make every effort to make sure your child's Key Person is available for your child's first day at The Stacey Pre-School.

We ask you to bring your child at least once before they start their booked sessions. This could be at the same time as your initial appointment to visit the setting, or at a separate visit or one of our regular "Stay & Play" sessions so that parents can stay with their child.

Your child's first booked sessions with us may take the following format, however all children are unique and we reserve the right to make adaptations to support your child.

<u>Step 1:</u>

Child plays with Key Person whilst the parent is alongside. After a while, parent disengages from the activity although remains present.

<u>Step 2</u>

Child plays with Key Person with parent alongside. Parent then moves away slightly from their child but remains in the child's line of sight.

Step 3

Child plays with Key Person. Parent is alongside at first but then parent moves away from child and strolls in and out of sight e.g. gets something from a shelf or reads a book

<u>Step 4</u>

Child plays with the Key Person – parent pops out of the room to collect an object. Parent confidently tells child that they are going to do this and then leaves the setting for a 1 minute absence.

<u>Step 5</u>

As Step 4, but increase the length of time that parent is out of the room to 20 minutes.

Eventually build this up to the child attending for a full session. As part of the settling-in period, some children will settle more quickly than others but all children settle in time with patience and support from parents and our staff.

Greeting and Saying Goodbye

During the settling in period, parents should say goodbye in a calm and brief manner and tell your child that you will be back soon (or after lunch, for example). Your child may cope better by keeping a favourite toy from home which sill support them as a transitional object until they are fully confident in the setting.