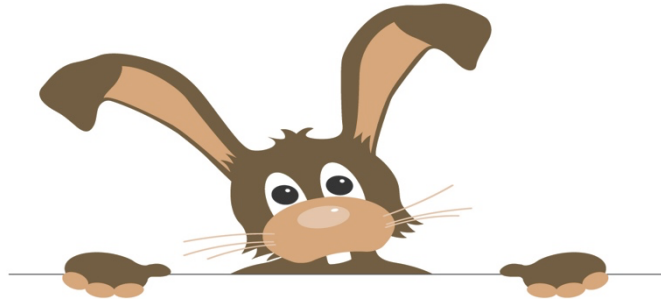




Settling In/ Transition Policy

Statutory Requirement:

3.41 Each child must be assigned a Key Person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents and/or carers. They should also help families engage with more specialist support if appropriate.

At Bottesford Bunnies, we want children to feel safe and happy in the absence of their parents/carers. We recognise children cannot play or learn if they feel anxious or unhappy. We therefore aim to provide an inclusive, safe, secure, caring and stimulating environment where each individual child is valued, and play opportunities/activities are planned to encourage self- confidence, independence and a positive self-esteem, in which children are able to share with their parents/carer's the new learning experiences enjoyed at Pre-School.

Our settling in procedures aims to help parents/ carers, to help their child to feel comfortable in the Pre-School, to benefit from what it has to offer, and to be confident that their parents/carers will return at the end of the session.

In order to accomplish this, we will:

- Encourage parents to visit the Pre-School with their children before admission for a stay and play session, although we advise parents to visit when their key person is present. (Pandemic permitting)
During Covid, appointment times may be given out of session times.
- Plan an open morning once a year (in June) whereby parents/ carers with their children are invited to attend (time slots are booked) providing them with an opportunity to have a look around, meet with the Educators', and experience some of the activities and play opportunities that are available.
- Offer/ arrange additional 'stay and play' sessions, in which parents/ carers can arrange to come to Pre-School with their child, providing them a further opportunity to explore the environment and the play opportunities/activities we have available. (Pandemic permitting)
- Offer a home/garden/doorstep visit prior to their child starting the Pre-School, where possible to spend time in getting to know the child and their interests and individual needs.
- Offer flexible admission procedures, if appropriate to meet the needs of individual families and children. The Pre-School operates a staggered intake

usually over a 4-week period for September admissions, along with a 2-week staggered intake in January and Easter (if necessary). This benefits not only the new children starting, but the existing children returning to Pre-School along with the Educators, as quality time can be given to the children in helping them to settle. We recommend that a child does not start at Pre-School at breakfast, lunchtime or when their key person is not present. However, this is parental choice.

- Make sure parents have been given all relevant hand-outs, information and policies/procedures about the Pre-School.
- Ensure that the 'All about Me document' is handed in by parents before a child starts, so that the key person/other Educators can look at the child's development and interests and family background before they start at Bunnies.
- Reassure parents whose children seem to be taking a long time settling into the Pre-School. If required shorter sessions can be arranged to support the settling in period.
- Provide advice and support to parents/carer's if required about separating from their child, discussing how best to meet both parent and child's needs, for example, separating from their child for brief periods first, gradually building up longer absences. Encourage parents where appropriate, to give their child into the care of the Pre-School Educators', when they feel ready.
- Explain the Key Person System, ensuring a Key Person and a second key person/buddy has been allocated to each new child at Pre-School. Ensure parents are aware that each child does not receive 1:1 attention from their key person, as all children's needs must be met.
- Maintain open communication with parents/carer's if there is separation anxiety on either side, we will make regular phone calls/texts to reassure parents/carers of their child's progress and also put photographs on Parent zone. Parents/carers are also able to telephone the setting during the session, to see how their child has settled and see photos put on Parent zone during the session, if unsettled.
- All Educators are experienced in procedures to facilitate a smooth settling in period and encourage parents/carers to have open communication regarding the settling in process. Snapshots can be put on Parent zone to reassure parents.
- Suggest a child can bring a comforter from home, e.g. blanket or cuddly toy to help them settle (not a dummy) see below (not during Covid outbreaks)
- During the first initial weeks of starting Pre-School, we focus on the settling in of the children and their starting points in prime areas of development and share this with parents/ carer's, in person or virtually, when necessary.
- If a child attends more than one setting, every effort will be made to liaise with them, regarding development matters/topics with parental consent. Ensure that an end of term summary is obtained from the other setting, and a copy of our summaries sent to the other settings also.
- Make sure all parents/carers understand the emergency procedures (these will be explained at the open day, on visits to the setting and in the booklet)

We are aware that each child is unique, and all have differing individual needs and interests.

Use of Dummies

Here at Bottesford Bunnies we understand that some children are given dummies to help them sleep, or to settle them if they are upset or unwell.

We want your child to feel happy and settled at Bottesford Bunnies, and will discuss with you whether or not your child uses a dummy as part of his/her daily routine.

It is very important that your child has lots of opportunities to practice talking in order to develop their speech and language skills, and this is difficult if he/she has a dummy in their mouths. Too much dummy use can also affect the positioning of teeth, particularly if your child tries to talk around the dummy.

For the above reasons, our policy is to limit the use of dummies during the day to specific times such as when your child is resting or sleeping, and we find that children usually forget about their dummies when they are distracted and busy playing. We encourage children to put their dummies in their bags when they arrive and will discuss with you whether or not you would like us to let him/her have it at specific times during the day.

If you decide you would like to wean your child away from the dummy completely, we will be happy to help and support you with this, and we have lots of useful tips and ideas about how this can be done.

Please feel free to talk to your child's key person or Manager/Deputy Manager if you have any questions.

Below are useful websites in which you can find further information

<http://www.talkingpoint.org.uk/parents/speech-and-language/do-dummies-affect-speech>

<http://integratedtreatmentservices.co.uk/news/can-dummy-affect-childs-speech-development/>

2 year Assessment

The Early Years Foundation Stage (EYFS) statutory framework (DfE 2025:2.6) states,

‘When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short-written summary of their child's development in the prime areas.

Where possible, at Bottesford Bunnies the assessment will be completed with the health visitor as an integrated health care check before the child reaches 2 year 4 months old. However, if a child starts Pre-School at 2 years 4 months old or older, then the assessment will be completed by Pre-School as soon as possible, but before their third birthday. A virtual platform will be used if face to face meetings are not possible.

TRANSITIONS

Our aim is to support each child and parent/carer during the transition process to school or another setting, recognising children cannot play or learn if they feel anxious or unhappy. It is vital that the process is made as seamless as possible. In order to accomplish this, we:

- Maintain close bonds with the local schools (Bottesford Infants School and Holme Valley) in particular.
- Visit Bottesford Infant school library and attend Christmas concert of previous feeder schools.
- Invite teachers from the local schools to visit at any time, particularly during the term before transition to meet with the children and Educators.
- Endeavour to arrange visits to all local feeder schools in which the Educators' can take the children to see their new school in order to spend some time exploring their new surroundings with the Educators. (when staffing allows)
- Have photographic displays of each of our feeder schools (at child height) during the last half term, for the children and Educators to look at and talk about. This supports the children's confidence enabling them to share their thoughts, feelings and opinions about their move to school.
- Adult led sessions also talk about going to school, to prepare children for the transition.
- Activities and resources support school transition e.g., trays for lunch, school bags and school uniform.
- Invite all parents/ carers of children moving up to school to a transition meeting' in which we will give parents/ carer's useful information and advice on how they can support their child starting school. Hold virtual meetings, when necessary.
- Share documentation with schools, with parental consent such as, observations, tracking and monitoring etc.
- If a child leaves to attend another setting, every effort will be made to pass on all relevant records.
- For children with additional needs, we will work with their feeder school to ensure a transition plan has been put in place to support their individual needs when they move up to school.

References to other relevant policies:

- Admissions Policy
- Communication & Working in Partnership Policy
- Equality of Opportunities Policy
- Safeguarding Children Policy
- SEND Policy

This policy is in line with EYFS (DfE 2025)

Amended:	October 2010
Reviewed:	November 2010
Amended:	October 2011b
Next review:	October 2012
Amended:	April 2012
Next review:	April 2013
Reviewed	11 th July 2012 at meeting
Next review	July 2013
Reviewed:	11 th September at Team Meeting – see minutes.
Amended	07.11.13 to reflect communication policy

Amended	7 th May 2014 at meeting, updated June 2014
Updated:	June 2015 by Owner and all staff
Next Review:	June 2016
Updated	14 th January 2016 at team meeting – see minutes
Next Review:	January 2017
Reviewed & Updated:	October 13 th 2016 by Owner, Manager, Deputy & Practitioners
Next Review Date:	October 2017
Reviewed on 14 th September 2017 by Owner, Manager, Deputy and Practitioners.	
Next review date:	September 2018
Reviewed and updated	July 2018 by Owner, Manager, Deputy and Practitioners
Next review date	July 2019
Updated	October 2018 by Manager (shared at staff meeting 30.10.18)
Reviewed and updated	December 2 nd 2019 by Owner, Manager's, Deputy & Practitioners.
Next Review Date	December 2020
Reviewed and updated by Director, Managers, Deputy and Practitioners at staff meeting	March 30 th 2021
Next Review Date	March 2022
Reviewed and updated at staff meeting on Tuesday 22 nd February 2022 by Director, Manager, Deputies and Practitioners.	
Next review	February 2023
Reviewed and updated at staff meeting on Tuesday 17 th January 2023 by Director, Manager, Deputies and Educators	
Next review.	January 2024
Reviewed and updated at staff meeting on Thursday 29 th February 2024 by Director, Manager, Deputies and educators,	
Next review	February 2025
Reviewed and updated at team meeting on Wednesday 14 th May 2025 by Director, Room Lead, Deputy Room lead and Educators.	
Next review	May 2026
Reviewed and updated at team meeting on Wednesday 6 th May 2026 by Director/Manager, Deputy Manager and Educators.	
Next review	May 2027