



Seedlings Pre School  
St Johns Memorial Hall

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## Settling-in, Induction & Ongoing Care Policy

At Seedlings Pre School we believe that it is paramount to a child's emotional well being and development for them to feel happy and secure in their learning environment. We have in place procedures to help children settle in happily at our pre school and also to provide an ongoing high level of care for the child.

### Settling-In & Induction

- Children and their parents are encouraged to visit our setting prior to registering for a place.
- If they wish to reserve a place for their child then we request them to fill out and return to us a deposit, registration form, registration fee to cover the cost of uniform and pre school bag. If a parent cannot afford these items then we can arrange for them to pay for them across the course of the first term or alternatively we may be able to provide second hand items on loan.
- Once a child is registered their parents will be contacted the term before they wish their child to start and we will arrange dates for settling in visits.
- When a child starts to attend, we explain the process of settling-in with their parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.
- Younger children can take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We deem a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when they arrive, goes to them for comfort and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least two sessions, or possibly longer, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker.
- We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- On first leaving their child alone at our setting parents are welcome to wait in the staff room to ensure their child settles and remains happy before they leave the premises.
- Within the first six weeks of starting, we discuss and work with the child's parents to begin to build



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their child's record of achievement.

### Ongoing Care & Key Person

At Seedlings Pre School we aim to provide a high level ongoing care and development monitoring for all the children in our setting. We have procedures in place to ensure that we are aware of each child's level of development and can highlight if there are any areas of concern or where we can be supporting the child. This will be maintained by implementing the following:

- **Key Person System** – each child is assigned a key person. Their key person should:
  - Help the child become familiar with and settled in the setting
  - build a settled, secure, communicative and trusting relationship with the child and their parents and other carers
  - Monitor and understand the child's individual needs emotionally, physically and developmentally (see Learning Journey below)
- **Observations & Planning** – we monitor and support every child's learning and development while they are with us. This is maintained by:
  - regular observations of the child at play to highlight specific developmental abilities
  - Individual planning that is fluid and ongoing to support the development areas and child's interests that have been highlighted through the observations that are taken
  - General session planning that is linked to the overall needs and interests for the children within the setting
  - These are all compiled into a Learning Journey which will show the child's progress during their time at pre school
- **Development reviews** – a child's key person will write an initial progress check during their first term. They will then write a yearly summary of the child's progress and development every summer term. This report will include their progress generally and over each of the prime and specific outcomes
- **Liaison with parents** – to ensure a child feels safe and secure within the setting it is important to maintain a good flow of communication with their parents. We do this by:
  - daily interaction with parents at drop off and pick up times
  - online learning journey which allows parents to view their child's observations and contribute observations of their own
  - regular email of the upcoming topic planning that will be taking place in the setting over the coming weeks
  - regular newsletters which include notices, information and also a copy of our planning for the upcoming weeks
  - a Comments and Concerns book is set out daily for the parents to write in should they wish to
  - Termly parent consultations where we talk through their child's development and progress during the term – these are scheduled on a case by case basis at the parent's request



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**Written by:** Jennifer Bruton – Pre School Owner  
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