

## **SETTLING IN POLICY**

### **Rationale**

Settling in is an important stage in the transition between home and the early year's childcare centre. Care and attention must be given to the needs of the child and also the needs of parents/carers when settling children into their new environment and routine.

**This guidance will help providers and staff to take into account the relevant Health and Social Care Standards:**

- 1.19 My care and support meets my needs and is right for me.
- 2.19 I am encouraged and supported to make and keep friendships, including with people my own age.
- 2.20 If I need or want to move on and start using another service, I will be fully involved in this decision and properly supported throughout this change.
- 3.6 I feel at ease because I am greeted warmly by people and they introduce themselves.
- 3.7 I experience a warm atmosphere because people have good working relationships.
- 3.16 People have time to support and care for me and to speak with me.
- 4.5 If possible, I can visit services and meet the people who would provide my care and support before deciding if it is right for me.
- 5.17 My environment is secure and safe.

**This guidance will help providers and staff to take into account the relevant Quality Indicators from How Good is our Early Learning and**

**Childcare:** [https://education.gov.scot/nih/Documents/Frameworks\\_SelfEvaluation/FRWK1\\_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf](https://education.gov.scot/nih/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)

- 2.6 Transitions
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Securing children's progress

**This guidance will help providers and staff to take into account the relevant articles from the UN Convention on the Rights of the Child: [A Summary of the UN Convention on the Rights of the Child](#)**

- Article 3 – best interests of the child
- Article 18 – parental responsibilities and state assistance
- Article 28 – right to education
- Article 29 – goals of education

**This policy will be monitored by/through:** local and national guidelines, policy review

This policy will be reviewed in:	12 months
Review Date:	August 2025
Reviewed By:	Management

AIMS	OUTCOMES	IMPLEMENTATION
<ul style="list-style-type: none"> <li>• To offer a warm and welcoming environment where children feel valued, happy and secure.</li> <li>• To recognise and support the individual needs of children and their parents/carers during the settling in period.</li> <li>• To work in partnership with parents/carers to settle the child into nursery</li> <li>• To ensure children's rights are upheld in accordance with the UNCRC</li> </ul>	<ul style="list-style-type: none"> <li>• Arrangements reviewed annually in line with local and national guidelines</li> <li>• Professional Practice observed and monitored</li> <li>• Staff to ensure named coat peg, tray, paperwork in place.</li> <li>• Feedback gained from children and parents/carers.</li> <li>• Children's records monitored</li> <li>• Within and beyond our setting there is a shared understanding of wellbeing and children's rights</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange visit(s) to the setting for children and parents/carers prior to the child commencing.</li> <li>• Carry out an enrolment process to formally introduce and welcome new children and their parents/carers to the setting.</li> <li>• Have personal items in place before child begins in our setting, wherever possible.</li> <li>• Ensure all children and their parents/carers are personally greeted and welcomed when they arrive.</li> <li>• Offer familiar play activities and experiences to promote self-confidence and esteem</li> <li>• Be flexible in response to individual needs e.g. making arrangements for the child to be collected early on the first few days if necessary.</li> <li>• Deal sensitively with any anxieties children and/or parents/carers may have e.g. Parents may stay until child is settled.</li> <li>• Full account is taken of children's rights and is considered in respect of their stage of development including when settling in</li> <li>• All staff understand their responsibilities as duty bearers to respect, promote and realise children's rights</li> <li>• Invite parents/carers to stay for sufficient time so that the child feels settled and the parent/carer feels comfortable about leaving.</li> <li>• Liaise with parents/carers and share information about the child.</li> <li>• Consult with parents/carers when developing strategies to help their child settle into the setting.</li> <li>• Follow local and national guidelines</li> </ul>

		<ul style="list-style-type: none"><li>• Follow guidance in Health and Social Care Standards 2017 (Standards 1.19, 2.19, 2.20, 3.6, 3.7, 3.16, 4.5, and 5.17) Health &amp; Social Care Standards</li><li>• How Good is Our Early Learning and Childcare Quality Indicators – 2.6, 2.1, and 3.2</li><li>• Use "My World" guidance to inform discussion at induction meeting</li></ul>
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