

Trinity Nursery School

Settling In Policy



Adopted by Board of Governors on: 05.03.2025

To be reviewed on: 05.03.2029

Version	Date	Revision Author	Summary of Changes
1	31.03.2022	S. Alexander	New Policy Template
2.	05.03.2025	O. Grew	Formatting and Dates

The purpose of our policy:

- To assist parents in the transfer of their child from home to the nursery environment.
- To provide an open and welcoming environment for parents and children.
- To promote a close partnership between home and school.
- To help parents in their role as educators.
- To meet the needs of each child both as an individual and as part of a whole class.

Why do we have a settling in procedure?

1. We recognise that the step from home to Nursery is sometimes an anxious one for young children. To aid in this transition we gradually increase the length of stay, and the group size during the first month. We aim to make it a pleasant and exciting experience for each child, where they feel secure and happy. By starting with four small groups and gradually working up to the full class, it helps the staff to get to know your child as an individual. It also allows us to introduce the rules and routines in a gradual way.
2. Getting to know new staff, children, and routines can be very tiring for young children. Indeed, for some children this can often be the first experience of being away from home for an extended period. By gradually increasing the length of time which children stay for, we hope to reduce any feelings of undue anxiety.
3. In Nursery, the routines which the children learn in the settling in phase help them to become independent learners. This encourages them to become independent in tasks and self-help skills as well as making their own choices and decisions. Encouraging the children to complete tasks independently, such as taking off their own coat, helps to achieve a settled, organised classroom where learning can be optimised. This also ensures that the staff in the room can spend time engaged in quality interactions with each child: talking, playing and assessing learning.

The following is an example of some of the routines we teach the children during the first few of weeks:

- Recognising their symbol and learning how to use this in Nursery, i.e to self-register, label artwork, follow snack routine, find their peg and drawer;
- How to put on the aprons for water play and painting, as well as remembering to roll sleeves up and wash/dry hands afterwards;
- How to get their own pages and where to put finished artwork;
- Routines for toileting, having snack, tidying up and getting ready for going outside,
- How to play safely outside;
- How to get ready for group story;
- Following our class rules help to keep us safe: walking feet, using quiet voices inside, pushing our chairs in, taking turns to play, keeping our classroom tidy, learning to share including using kind words and gentle hands

As you can appreciate, it takes time for all of the children to adapt to these routines. Introducing too much too quickly can be confusing and overwhelming for the children. Therefore, the settling in timetable enables children to gain confidence in one set of routines before moving on to the next set.

We have also taken into consideration that there are a number of children who are used to being away from home (by attending day care settings or childminders; and/or those who are used to coming up and down to the school through siblings who attend). There will be many children who will feel confident at separating from their parents and would be happy to stay longer. This process is a phased introduction to ensure adequate support for all pupils.

What is our settling in procedure?

1. In the Summer term prior to your child's pre-school year, successful candidates receive a letter of acceptance and a child information pack which includes an 'All About Me' poster.
2. Each child is invited to our Nursery Induction Day where the children get the opportunity to visit the nursery, with their parents, prior to enrolment. On this day children will receive their Induction Pack.
3. Each child's family will be kept up to date with important information via the Seesaw App in the time leading up to their child's start date.
4. A parent information/induction evening is held in June for parents only.
5. At the start of the academic year the settling in procedures are as follows:

Stage 1:

All children start in small groups, (approximately 6/7 children in each) attending for 1 hour only. This enables all children to have equal opportunity to start on the same day and for the same length of time. It also enables staff to begin to get to know each child as an individual within a small group and begin to introduce some of the rules and routines of playtime in a positive, repetitive way.

Stage 2:

Group sizes will increase to approximately 13 children, attending for 2 hours, for approximately 1 week. The children continue to practise the routines from stage 1 within a bigger group of children.

Stage 3:

Full classes, with children attending for 3 hours. The full daily routine is introduced with the exception of the dinner time routine.

Stage 4:

Full classes, with children attending for a full day which includes the dinner routine for those who are ready to stay. We aim to have all children stay for dinner as quickly as possible.

This is a timetable of how the settling in process will be carried out during the first half-term of the academic year.

	Blue Group	Green Group	Orange Group	Purple Group
Stage 1	8:45am - 9:45am	10:15am - 11:15am	11:45pm- 12:45prn	1:45pm- 2:45prn
Stage 2	8:45am – 10:45am	8:45am – 10:45am	11:15am – 1:15pm	11:15am – 1:15pm
Stage 3	8:45am – 11:45am	8:45am – 11:45am	8:45am – 11:45am	8:45am – 11:45am
Stage 4	8:45am – 1:15pm	8:45am – 1:15pm	8:45am – 1:15pm	8:45am – 1:15pm

We appreciate that this can be a disruptive time for parents, especially those who work full time. Your co-operation at this time is greatly appreciated.

How Parents/Guardians can support the transition to Nursery

On the first day parents are welcome to stay in Nursery until their child feels secure and happy in their new environment or until leaving is a reasonable step for the child and the adults involved. Alternatively, if parents feel that their child is happy for them to go, then they do not need to stay.

It is important that when your child starts Nursery you let them know when you are leaving. Tell your child you are going by saying "goodbye" and that you will be back at an agreed time. Although tempting, slipping away when your child is distracted can lead to the child becoming very anxious and not letting you out of their sight on the next visit.

If your child is anxious or upset the nursery staff will reassure them and engage them in play. Parents will receive a Seesaw notification of the child once they are happy and settle at play. Please support your child and ensure they have a successful first day by reading the social story, 'saying goodbye to my adult'.

If parents are staying with their child on their first day, it may be helpful to recognise that engaging in play with their child may make it more difficult for them to settle. Allowing the adults in the room to take a lead in this area enables the child to develop trust with the staff who will be encouraging and supporting them in these early stages of learning.

A coffee morning is provided for parents/guardians during Stage 1 of the settling in period. This gives parents/guardians an environment to wait nearby for their child/ren and enjoy some refreshments. It also allows them the opportunity to meet other parents/guardians and build a sense of community within the year group. The children could potentially be spending the next eight years in the same class together if they attend the same primary school after Trinity, so it is also a great opportunity for people to get to know each other.

The Nursery staff and parents should work closely together to make the transition from home to nursery as smooth as possible. If a child is finding it difficult to settle, the timings of the settling in period may be adapted. This decision will be based on discussions with the parents/guardians; and observations of the child in order to meet the individual needs of the child.