**Settling and Transition from Home Policy**

*1.20 - I am in the right place to experience the care and support I need and want.*

*2.18 I am supported to manage my relationships with my family, friends or partner in a way that suits my wellbeing.*

*3.6 - I feel at ease because I am greeted warmly by people and they introduce themselves*

*3.8 - I can build a trusting relationship with the person supporting and caring for me in a way that we both feel comfortable with.*

Health and Social Care Standards (2019)

**Introduction**

At Maidenhill Nursery Class, our priority and ethos is to create an environment where children feel comfortable, relaxed and secure. For most children, starting nursery is their first separation from their main carer, and we recognise that ‘parents are children’s first and most enduring educators’ Realising the Ambition (2020). With this in mind every child’s transition from home to nursery will be considered individually and with the child’s wellbeing at the heart of the process.

**Nursery Induction Sessions**

Initially, there are two induction opportunities for children and parents to visit the nursery throughout the year (June for August – November starts, November for December – Feb starts) where children will be invited to come and see their new nursery to help ease the transition from home. This is also a good opportunity for parents to meet some of the nursery team and put some faces to names. At Maidenhill Nursery Class we have an open door policy and if parents are keen to come for a visit prior to the child starting they are more than welcome to arrange this with a member of the team.

**Home Visits**

Before a child’s start date, the Nursery Teacher will contact the parent via phone to offer a home visit prior to the child’s first day. If the parent is keen to partake in a home visit this will be arranged with a time that is convenient for both the parent and nursey. The nursery teacher or Senior Child Development Officer and one of the child’s key workers will attend the home visit. During the home visit the child will have the opportunity to meet and interact with one of their key workers and begin the process of building a relationship. This is also an opportunity for the parent to share and receive relevant information using the ‘Home Visit Information Log’ and to ask any questions that they have regarding the child’s nursery settling. During this home visit a start date will be agreed between the parent and nursery staff. Parents will be made aware that they are required to stay with their child in the nursery during their initial first day and throughout the first week of settling based on the child’s comfort and ease at nursery.

**The Child’s First Day**

Prior to the child’s first session at nursery, a leaf with their name on it for the self-registration, a peg name and their name on the sign in sheet will be prepared in advance. When the child arrives in nursey they will receive a warm, friendly welcome by a familiar member of staff. The child’s first session will last approximately 1 hour with the child’s parent being asked to initially remain in the playroom while their child begins to feel secure and comfortable in the playroom. When the child has become more relaxed the parent will be encouraged to go into the family room for a short period of time to enable the child to familiarise themselves with the nursey staff and environment. If the child become upset or distressed during this time the parent will be encouraged to come back to their child after 15 minutes at the maximum.

**The Child’s Second Day**

This session will usually last a little longer than the first and depending on the child’s experience and willingness to stay in the playroom the previous day. Parents will be encouraged to go into the family room to enable their child to build positive relationships with their key staff. Staff and parents will discuss the child’s progress in their settling at nursery and will agree a plan that will be most suitable for the individual child.

In the days following the child’s initial first day the parents and child’s key worker will arrange the best plan for the child’s attendance. The parent’s must leave an emergency contact and all relevant paperwork before leaving the nursery. Children may begin to stay for their full session or longer periods of time. For extended day places this may include staying for lunch or beginning to start their morning session however this will be decided on an individual basis. The child’s progress will be assessed on a daily basis and if they start to become unsettled the settling process will be reviewed. Staff are trained in supporting children’s wellbeing and will work collaboratively with parents. As we recognise children on an individual basis it is vital that daily communication with parents is had to formulate a plan that will best support the child’s settling-in process.

**Learning Journals**

Every child will have a learning journal for parents, children and staff to work together at home and at nursery to support their child’s learning. When the children first start nursery they will be given a learning journal and the first few pages of the learning journal will be completed by the child with their parent including photographs, certificates and special information that is important to the child. These photographs are a valued part of the settling –in process give a holistic picture of the child and their family. Parents are welcome to take these books home to enjoy with their child at any time.

**On-going Parental Engagement**

Maidenhill Nursery Class has regular stay and play sessions, parents meetings, parent’s forum, coffee mornings and book bug sessions to include parents in the life of the nursery. Parents are welcome to attend these sessions when they can and use their daily communication with staff to arrange these.

 **Monitoring and Review**

The DHT and SCDO will monitor this policy annually in August and updated as required.

Next review: August 2020

Policy author: D. Spence – SCDO

**Extra Reading**

 Health and Social Care Standards, Scottish Government, June 2017

<https://education.gov.scot/improvement/self-evaluation/scottish-early-childhood-and-families-transitions-statement/>

<https://glowscotland.sharepoint.com/portals/hub/_layouts/15/PointPublishing.aspx?app=video&p=s&k=BtASection6&s=0>