Settling In Policy

Academic year 2026/27 | Reviewed at least annually

Statement of Intent

At The Wendy House, we recognise that starting preschool is an important transition for both children and their families.

We aim to provide a warm, welcoming and nurturing environment where children feel safe, secure and valued and are able to develop positive and trusting relationships with staff.

We recognise that every child is individual and that children may require different levels of support and different amounts of time to settle.

Our Aim

We aim to work closely with parents and carers to ensure that each child's transition into The Wendy House is as positive and reassuring as possible.

Our settling-in arrangements will take account of each child's individual needs, previous experiences, development and family circumstances.

Before Starting

Where possible, children and their parents/carers will be invited to attend a settling-in visit before their child's start date.

This provides an opportunity for the child to become familiar with the environment and staff and for parents/carers to share important information about their child.

Parents/carers are encouraged to tell us about their child's:

- routines and preferences;
- interests and favourite activities;
- communication needs;
- comfort and reassurance needs;
- medical, dietary or additional needs;
- toileting and personal care needs; and
- anything else that may help us support their child.

Key Person

Every child will be allocated a key person in accordance with the Early Years Foundation Stage (EYFS).

The key person helps to ensure that the child's care and learning are tailored to meet their individual needs and supports the child in becoming familiar with the setting.

The key person will develop a positive relationship with the child and their family and will contribute to records of the child's learning, development, interests and achievements.

All members of staff share responsibility for children's safety, wellbeing, care and learning.

Settling In

We recognise that there is no set amount of time in which a child should settle.

Some children may settle very quickly while others may require additional time and reassurance.

We will:

- welcome children and families warmly into the setting;
- work in partnership with parents/carers throughout the settling-in period;
- encourage parents/carers, where appropriate, to gradually separate from their child;
- provide comfort and reassurance when children are upset;
- maintain familiar and predictable routines;
- consider individual strategies that may help a child feel safe and secure;
- keep parents/carers informed about how their child is settling; and
- review arrangements where a child is experiencing ongoing difficulty settling.

Where appropriate, photographs or updates may be shared with parents/carers to provide reassurance during the settling-in period, in accordance with the setting's procedures and permissions.

Individual Needs and SEND

Children with special educational needs and/or disabilities (SEND) may require additional support or adaptations when settling into the setting.

Where appropriate, the child's key person, SENCO and Manager will work with parents/carers and relevant professionals to agree appropriate support.

Arrangements will be regularly reviewed to ensure that they continue to meet the child's needs.

Personal Care and Toileting

Children will be supported with toileting and personal care according to their age, stage of development and individual needs.

We promote children's independence while recognising that some children may require assistance.

Personal care will always be provided sensitively and respectfully, protecting the child's privacy and dignity.

Children will not be excluded or disadvantaged because they are not yet toilet trained.

Returning After an Absence

Children returning after a prolonged absence, illness or significant change may require additional reassurance or support to settle back into the setting.

Staff will work with the child and their family to support this transition.

Working With Parents and Carers

We recognise parents and carers as children's first and most important educators and value their knowledge of their child.

We will maintain open communication with families and encourage parents/carers to discuss any concerns about their child's transition or wellbeing with us.

Parents/carers will be provided with information about the setting, including relevant policies and procedures, and may speak with their child's key person or the Manager when required.

Emergency Contacts

Parents/carers are required to provide at least **two emergency contacts** for their child and to inform the setting promptly if any contact details change.

Review

This policy will be reviewed at least annually and sooner where legislation, statutory guidance or the needs of the setting change.

Policy Approval & Review

Policy year	2026/2027
Approval status	Awaiting Management Committee approval
Next scheduled review	March 2027