



## Seedlings Nursery & Pre-School

at

**Great Horwood Church of England School**

**Settling In Policy**

**September 2025**

**This policy was adopted on: 21 January 2026**

**Date of next review: January 2027**

**Signed:**

*P.M. Shaw*

## Our Vision

**'I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing.'** John 15:5

At Great Horwood Church of England School, the academic, emotional and spiritual well-being of all individuals is at the heart of all that we do; where everyone is valued. We are a safe, welcoming school within the heart of the village community that aims to provide all our children and adults with the learning opportunities to flourish, be healthy, grow in resilience and realise their full potential; being fully equipped and prepared for a successful future.

Inspired by Christian faith and rooted in the teachings, values and spirituality of the Church of England we embrace our core values of love, perseverance and respect where all individuals learn to value themselves and others.

We are committed to setting high standards of achievement within a caring and nurturing learning environment. We aim to provide opportunities for children to develop a curiosity of learning, a thirst for knowledge through play, and an exploration of the world around them.

## Settling In Policy

### Policy Statement

At Seedlings, we recognise that starting nursery or preschool is a significant transition for both children and their families. Our aim is to ensure that every child feels secure, confident, and happy, enabling them to make the most of all learning opportunities. We also strive to build strong, positive relationships with families from the outset.

This policy is informed by the **Statutory Framework for the Early Years Foundation Stage (EYFS)** (DfE, 2025), which emphasises safeguarding, promoting children's welfare, and supporting their emotional well-being.

### Aims

- To help children feel secure, confident, and happy during their time at Kingfishers Preschool.
- To ensure families feel welcomed, valued, and supported during the settling-in period and beyond.
- To establish and maintain strong links between home and preschool, fostering trust and partnership.

### Procedures

#### Pre-Admission Visits

- Parents and children are invited to visit Seedlings Nursery & Preschool to meet the Nursery Manager and staff, view the setting, and discuss personal, medical, and developmental details.
- Families are encouraged to raise any concerns and make as many visits as they feel necessary.
- Parents receive key information about the settling during the initial visit.

#### Settling-In Visits

- Once a place is accepted, children are invited to attend **settling-in sessions**:
  - **Session 1:** Approximately 1 hour with a parent/carer present.
  - **Session 2:** Approximately 2 hours without the parent/carer.

- **Session 3:** A longer session AM or PM to include a meal
- These sessions are flexible and can be adapted to meet individual needs. A gradual settling-in schedule will be offered if this supports the child's well-being and smooth transition.

### **First Day**

- On their first day, the child is welcomed by their key person, who helps them settle, put away belongings, and find their coat peg.
- All staff work collaboratively to ensure the child feels safe, secure, and happy.

### **Separation**

- Separation from parents/carers will be managed gently and gradually, according to the child's needs, ensuring a positive experience for both child and family.

### **Role of the Key Person**

- Build a trusting relationship with the child and family.
- Encourage parents/carers to stay if needed and extend the settling-in period where appropriate.
- Support parents during separation, recognising this is a transition for them too.
- Maintain open communication with families throughout the child's time at preschool.
- Respect parents/carers as their child's first educators, valuing their views and knowledge.
- Gather and record information about the child's interests and preferences to support engagement and comfort.
- Share this information with the team to ensure consistent support.
- Observe and assess the child during the settling-in period, completing a Baseline Overview and sharing findings with parents/carers to inform planning.

### **Safeguarding and Confidentiality**

- All information shared by parents during the settling-in process, including medical, personal, and developmental details, will be treated as confidential in line with our Data Protection Policy and GDPR requirements.
- Staff will only share information on a need-to-know basis to ensure the child's safety and well-being.
- All staff are trained in safeguarding procedures and will act in accordance with the EYFS statutory safeguarding requirements.
- Any concerns about a child's welfare identified during the settling-in period will be addressed promptly following our Safeguarding Policy and the Local Safeguarding Partnership procedures.
- Parents will be informed of any safeguarding concerns unless doing so would place the child at further risk.

### **Indicators of Successful Settling**

A child is considered settled when:

- They have formed a relationship with their key person or another familiar adult.
- They seek comfort and reassurance from this adult when needed.

- They show familiarity with the environment and routines.
- They engage with other children and participate in activities with confidence.

**Review:** As required and at least every 3 years

Paula Shaw

A handwritten signature in blue ink that reads "P.M. Shaw". The signature is written in a cursive style with a dot over the 'i' in "Shaw". There are two horizontal lines drawn underneath the signature, one under "P.M." and one under "Shaw".

Headteacher