09 Early years practice procedures

**09.4 Prime times – Settling in and transitions**

To feel securely settled and ready to learn, children need to form attachments with the adults who care for them, primarily a key person, but others too. In this way they feel part of a community; they are able to contribute to that community and receive from it. Very young children, especially two- to three-year-olds, approach separation from their parent with anxieties, older children have a more secure understanding of ‘people permanence’ and are able to approach new experiences with confidence; but also need time to adjust and feel secure. It is the entitlement of all children to be settled comfortably into a new environment.

We follow a three-stage model of settling in based on three key needs:

1. *Proximity* - Babies and young children feel safest when a familiar adult, such as a parent, is present when they are getting used to a new carer and new surroundings. In this way they can become confident in engaging with those experiences independently later on.
2. *Secure base*– Because the initial need for proximity of the parent has been met, babies and young children gradually begin to feel secure with a key person in a new surrounding so that they are able to participate independently for small periods of time.
3. *Dependency* – Babies and young children are able to separate from parents’ and main carers when they have formed a secure attachment to their key person who knows and understands them best and on whom they can depend for their needs to be met.

The setting manager and key person explain the need for settling in and agree a plan with the parents. They write this down and both key person and parents keep a copy. Each day they review the plan and agree what will happen the next day.

**Our settling-in principles**

* Start times for children are staggered to allow sufficient one to one time with each child and parent.
* Where a number of children need to start – key persons can start settling one child in the morning and another in the afternoon.
* In their first week, children who are settling in may not stay all day.
* If a child has been identified as having SEND then the key person/SENCO and parents will need to identify and address potential barriers to settling in e.g. timings of medication and invasive procedures, specific routines and levels of support.

**Two-year-olds starting a setting for the first time**

* A two-year-old may have little or no experience of group care. As part of gathering information from parents, it is important to find out about the child’s experience of non-parental care, for example grandparents, or childminder; this informs staff as to how a child may respond to a new situation.

# Promoting proximity

* At the open day or settling sessions, the key person shows the parent around, introduces members of staff, and explains how the day is organised, making the parent and child feel welcome and comfortable
* Where possible, a home visit is carried out
* To settle in a two-year-old, the setting will plan two settling in sessions where the parent stays with their child
* On the second settling in session the parent tries to stand back and allow the key person to spend time with the child
* On the first day, the key person greets the parent and child.
* One to two hours may be sufficient for a child to attend on any one day initially.
* Separation causes anxiety in two-year-olds, as they have no concept of where their parents have gone. Parents should always say goodbye and tell them when they will return. Patience with the process will ensure children are happy and eager to come to play and be cared for in the setting.

**Promoting a secure base**

* When the parent leaves, they always say goodbye and say they are coming back. Parents should never slip away without the baby noticing; this leads to greater distress.
* Gradually, parents should pull away to allow the child to bond with the key person. Time out of the room ca be extended from 10 to 20 minutes, and then 30 minutes.
* When the child can comfortably cope with 30 minutes, the key person and parent plan the next stage.
* Parents can be asked to bring in a comforter for they child, should they use one..
* It is evident that the child is developing a sense of secure base when he or she shows interest in activities and begins to engage with the key person and other children. Then the parent/ carer may gradually start to spend short periods of time in another room to see how the child responds, this time increases until the child can manage a whole session without the parent.

**Promoting dependency**

* Attachment can be seen when the child shows signs that they are happy to transfer their need to be dependent onto the key person. Key persons look for signs such as the child being pleased to see them, looking for them when distressed, holding out their arms to be held, establishing eye contact, responding to play, feeding and taking comfort from the key person.
* Parents can now leave their child for longer, until the child can cope with a longer day.

**Children who only attend one or two sessions week**

* During settling in the child and parent may need to attend every day, even on the days when they will not usually, until the child is settled and comfortably attached to the key person. Then the normal pattern of attendance should commence.

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**When children do not seem to settle**

* It is not good for children to be in a setting when they are acutely distressed and anxious. A child who is not securely attached and settled is overwhelmed with fear. They are unable to participate in any activity and do not learn. It is not in their immediate or long-term interest to attempt to prolong what is an agonising experience for them.
* A highly distressed child will need 1:1 attention consistently; their distress will upset other children and put stress on staff. If this is the case, the key person discusses with the manager or deputy.
* Attempts are made to reduce anxiety and distress through a planned approach with the parent.
* The three stages of settling-in are reviewed and the plan is pitched back at the appropriate stage.
* Particular triggers of distress are discussed to see what can be done to alleviate it.
* If all attempts have been made and the child still cannot cope without the parent, then the place is offered only with the parent attending. In some cases it may be appropriate to withdraw the place and help the parent consider alternatives. For a child ‘in need’ this may need to be discussed with the social care worker, where one is allocated to the child, health visitor or referring agency.

**When a parent is unable or refuses to take part in settling in**

* Information about the ‘settling in’ plan is given before the child’s start date and the reasons are explained.
* If the parent feels that this will be difficult – perhaps another close relative can come in instead.
* Genuine difficulties need to be handled sensitively, but generally speaking this is not an issue where the parent has a choice not to attend with their child. A parent who refuses to take part in settling in may have the offer of the place withdrawn.

**Prolonged absences**

* If toddlers are absent from the setting for any for periods of time beyond one or two weeks, their attachment to their key persons will have decreased and will need to be built up again.
* Parents are made aware of the need to ‘re-settle’ their children and a plan is agreed.

**Moving up Simba to Nemo room**

* On the September following their third birthday children are moved to Nemo room, unless their parents have agreed with the Senco and setting manger that remaining in Simba will benefit the child more.
* From Easter of the year before the move a new key person in Nemo room is identified
* Parents will be notified of their child’s impending move and their new key person.
* The Key person in Simba room creates a Tapestry observation that informs the new key person of the child’s stage of development, their preferences and how to settle them if they get upset. This including any areas requiring additional support and this is shared with the parents.
* During the summer term the child will make regular visits to Nemo room with their current key person.
* The current key person will spend time with the child in Nemo room, liaising with the new key person and ensuring that the child is familiar with all the main times of the day.
* The child gradually spends more time with the new key person throughout the term.
* In September the parents are invited to an open day in Nemo room to meet their child’s new key person before they start back.

**Three- and four-year-olds**

* Most children of this age can move through the stages more quickly and confidently, but will follow the same process as for 2 year olds
* Some children take longer, and their needs for proximity and secure base stages should be accommodated as much as possible.
* Some children appear to leap to dependency/independence within a couple of days. In most cases, they will revert to the need for proximity and secure base. It can be difficult to progress to true dependency/independenceand this can be frustrating.
* We always offer two settling in sessions and a home visit regardless of the age of the child when they start with us.
* Parents are encouraged to explain to their child where they are going, and that they will return when leaving their child.

**For children whose first language is not English**

* For many children learning English as an additional language, the stage of proximity takes longer as the child is dependent upon the parents’ input to make sense of what is going on.
* If the parent does not speak English, efforts are made to source an interpreter for induction; it will be helpful for them to see around the setting and be clear about their role in interpreting in the play area.
* The settling-in programme is explained to the parent, and it is emphasised how important it is that they stay with the child and talk to him/her in the home language to be able to explain things.
* Through the interpreter, the key person will try to gauge the child’s level of skills in their home language; this will give the key person an idea of the child’s interests and levels of understanding, see the Home Language Form and complete with the parents.
* The need for the parent to converse in the child’s home language is important.
* The key person makes the parent feel welcome using smiles and gestures.
* With the parent, make a list of key words in the child’s home language; sometimes it is useful to write the word as you would pronounce it. These words will be used with the child and parents will be addressed with ‘hello’ and ‘goodbye’ in their language.
* The key person prepares for the child’s visits by having a favourite toy or activity ready for the child to provide a means to interact with the child.
* Children will be spoken to as per any other child, using gestures and facial expressions to help.
* When the child feels happy to spend time with the key person (secure base), the parent should spend time outside of the room.
* Progress with settling in will be done as with any other child; it just takes a little longer to reach dependency/independence.