

Little VIPs Settling in Policy



LOWTHER ENDOWED SCHOOL
& LITTLE VIPs DAY CARE



Policy Statement

At Little VIPs Day Care we recognise that starting nursery is a significant transition for both children and their families. We are committed to supporting children to settle into the setting in a way that is sensitive, positive and tailored to their individual needs.

We aim to build secure relationships with children and their families from the outset, ensuring that children feel safe, confident and ready to learn. We follow the principles of the Statutory Framework for the Early Years Foundation Stage (EYFS 2025), recognising the importance of strong attachments and emotional wellbeing.

Partnership with Parents

We believe that effective partnerships with parents are key to a successful settling-in process. During the child's first settling-in session, staff work closely with parents to complete "All About Me" and development information. This ensures that the child's routines, preferences and individual requirements are fully understood from the outset and supports a consistent approach between home and nursery.

This information is used to help children settle as smoothly as possible and is recorded on the Family system, where it can be updated as needed.

We maintain open communication with parents throughout the settling-in period and provide regular updates on how their child is adjusting.

Settling-In Process

Each child's settling-in process is planned individually, recognising that children settle at different rates. Following the initial session, settling-in sessions are gradually increased in length to allow children to become familiar with the environment, routines and staff.

Children are supported to build up to longer periods within the setting, including mealtimes and full sessions, at a pace that suits their individual needs.

We recognise that some children may require additional time and support to settle, and we will adapt our approach accordingly.

Key Person and Staff Consistency

Children are supported by familiar staff throughout the settling-in period to help them feel safe and secure. While we aim to provide consistency, we also gradually introduce children and families to the wider staff team, recognising that some staff work varying patterns, including four-day working weeks.

This ensures that children develop confidence and familiarity with all staff members who may care for them.

Once a child has settled, typically over a period of approximately six weeks, we will review their progress and identify the staff member with whom the child has formed the strongest attachment. This staff member will be confirmed as the child's key person.

Parents will be updated on their child's settling-in journey through documentation shared on Family, providing a clear overview of their progress and development.

Supporting Children’s Emotional Wellbeing

We understand that children may experience a range of emotions when settling into a new environment. Staff provide reassurance, comfort and consistency to help children feel secure.

Children are encouraged to bring familiar items from home, such as comforters, where appropriate, to support their transition.

Staff use sensitive and responsive approaches, including play, distraction and reassurance, to help children build confidence and independence over time.

Separation and Transitions

We support children and parents during times of separation by encouraging calm and consistent routines. Parents are supported to say goodbye in a positive and reassuring way, helping children understand that they will return.

Staff will comfort and support children who may become upset and will keep parents informed of how their child settles after separation.

We aim to ensure that transitions into the nursery, between rooms and on to school are managed smoothly and in line with each child’s needs.

Monitoring Progress

Children’s progress during the settling-in period is closely monitored by staff. Observations are used to assess how children are engaging with the environment, forming relationships and developing confidence.

Following the initial settling period, typically around six weeks, staff will review the child’s progress and share this with parents through the Family system.

Inclusion and Individual Needs

We recognise that some children may require additional support when settling, including those with special educational needs and disabilities (SEND). We will work closely with parents and other professionals to ensure appropriate strategies and support are in place.

Policy Review

This policy will be reviewed annually or sooner if guidance changes. Practice is monitored through staff observations, feedback from parents and reflective practice to ensure a positive settling-in experience for all children.

This policy was adopted on	Signed on behalf of the nursery	Date for review
April 2026	Hayley Fassam – Nursery Manager	April 2027