



SETTLING IN POLICY

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BACKGROUND

Starting nursery is an important milestone for both children and their families. At Holly Trees, we recognise that every child is unique and will settle into a new environment at their own pace.

Positive transitions help children to develop confidence, build secure relationships, and establish a sense of belonging within the nursery environment. We therefore place great importance on creating a settling-in process that is child-centred, relationship-led, and tailored to the individual needs of each child and family.

We believe that successful settling begins with strong partnerships between home and nursery. By working collaboratively with parents and carers, we can gain a thorough understanding of each child's routines, interests, personality, developmental stage, and individual needs, enabling us to provide the highest quality care and education from the outset.

The settling-in process is not viewed as a fixed programme but as a flexible transition period that supports children to become familiar with new people, routines, environments, and experiences whilst building confidence and emotional security.

Our settling procedures are designed to ensure that children feel safe, supported, and valued whilst giving parents confidence that their child is receiving the care, attention, and reassurance they need.

PURPOSE

This policy outlines the nursery's approach to supporting children and families during periods of transition into the nursery and following significant absences.

The policy aims to:

- Support children to develop secure relationships with educators
- Promote positive emotional wellbeing during periods of transition
- Ensure children feel safe, confident, and secure within the nursery environment
- Develop strong partnerships between home and nursery
- Gather meaningful information about children's individual needs and routines
- Establish effective communication between parents and educators
- Provide a consistent approach to settling-in across the nursery
- Ensure children receive the support they need to successfully transition into nursery life

SCOPE

This policy applies to:

- All children starting at Holly Trees

- Children returning following a significant absence
- Parents and carers
- All educators, Room Leaders, and members of the Management Team

Settling-in is viewed as a shared responsibility between parents, educators, Room Leaders, and management.

Educators are responsible for building relationships with children and families, implementing settling strategies, and monitoring children's wellbeing.

Room Leaders are responsible for overseeing settling arrangements within their room, supporting educators, and ensuring children receive appropriate support throughout the settling process.

The Management Team is responsible for monitoring the effectiveness of settling arrangements across the nursery, supporting families where additional intervention is required, and ensuring a consistent approach is maintained throughout the setting.

Our guidelines are as follows:

OUR GUIDELINES

THE HOLLY TREES SETTLING APPROACH

At Holly Trees, we believe that positive transitions are built through strong relationships, effective communication, and a thorough understanding of each child's individual needs.

Our settling process is designed to help children become familiar with their new environment, build trusting relationships with educators, and develop the confidence needed to separate comfortably from their parents and carers.

Whilst every child is different, all children will be offered a minimum of three settling sessions before their official start date.

The number, duration, and structure of settling sessions may be adjusted according to the individual needs of the child. Where educators or management feel that a child requires additional support before starting nursery, further settling sessions may be recommended.

The nursery reserves the right to extend the settling process where it is considered to be in the best interests of the child.

FIRST SETTLING SESSION

The first settling session is designed to be a collaborative experience between the family and the nursery.

Parents or carers are expected to remain in attendance throughout the first settling session.

This session provides an opportunity for:

- Children to begin exploring the nursery environment alongside a familiar adult
- Educators to begin building relationships with both the child and their family
- Parents to meet their child's Key Educator and wider room team
- Information within the child's All About Me documentation to be reviewed and discussed
- Home routines, interests, preferences, and individual needs to be explored through meaningful conversation
- Educators to observe interactions between the child and their family to develop a better understanding of the child's personality, attachments, communication style, and emotional needs

We believe these conversations provide far greater value than simply collecting information through paperwork and help us develop a more personalised understanding of each child from the outset.

SUBSEQUENT SETTLING SESSIONS

Following the initial settling session, parents will normally be encouraged to leave their child for part or all of the remaining settling sessions.

This allows children to begin developing confidence within the nursery environment and form relationships with their Key Educator and other educators.

Parents are not expected to remain on site during these sessions but must remain nearby, contactable, and available to return should their child require additional support.

Where a child displays significant distress, anxiety, or difficulty separating from their parent or carer, alternative settling arrangements may be agreed.

INDIVIDUALISED SETTLING ARRANGEMENTS

We recognise that some children will settle quickly whilst others may require additional time and support.

Factors that may influence settling include:

- Age and stage of development
- Previous experiences of separation
- Temperament and personality
- Additional needs or medical conditions
- Significant life events or family circumstances
- Length of absence from nursery

Settling arrangements will always be tailored to the individual child and reviewed regularly throughout the settling period.

Children will never be expected to follow a standardised settling timeline if doing so is not in their best interests.

ROLES & RESPONSIBILITIES DURING SETTLING

Successful settling is achieved through collaboration between children, families, educators, Room Quality Leaders, and the Management Team.

All parties play an important role in ensuring children feel safe, secure, and supported throughout the transition process.

RESPONSIBILITIES OF THE KEY EDUCATOR

The Key Educator plays a central role in supporting children and families throughout the settling period.

The Key Educator will:

- Welcome children and families into the nursery environment
- Develop positive relationships with both the child and their family
- Gather and review information regarding the child's routines, interests, development, and individual needs
- Support children to become familiar with nursery routines and expectations

- Monitor children's emotional wellbeing during the settling period
- Share updates and feedback with parents and carers
- Implement agreed settling strategies
- Raise concerns or additional support needs with the Room Leader where appropriate

RESPONSIBILITIES OF EDUCATORS

Whilst the child will have a designated Key Educator, all educators within the room share responsibility for supporting the child during the settling period.

Educators will:

- Help children feel welcomed and included
- Support children's emotional wellbeing
- Build positive relationships with children and families
- Follow agreed settling strategies
- Share relevant observations with the Key Educator and Room Quality Leader

RESPONSIBILITIES OF PARENTS & CARERS

Parents and carers play a vital role in helping their child settle successfully.

Parents are expected to:

- Attend the initial settling session
- Provide accurate and up-to-date information regarding their child's needs, routines, and development
- Complete required enrolment documentation
- Work collaboratively with educators throughout the settling process
- Remain contactable during settling sessions
- Return promptly if requested by the nursery
- Support agreed settling strategies both at home and within the nursery
- Communicate any significant changes that may affect their child's wellbeing or behaviour

Parents should understand that settling is an individual process and that some children may require additional time and support before becoming fully settled.

RESPONSIBILITIES OF ROOM QUALITY LEADERS

Room Quality Leaders are responsible for overseeing settling arrangements within their room.

This includes:

- Supporting Key Educators throughout the settling process
- Monitoring children's progress and wellbeing
- Reviewing settling plans where concerns arise
- Supporting communication with families
- Escalating concerns to the Management Team where appropriate
- Ensuring settling arrangements are implemented consistently

RESPONSIBILITIES OF THE MANAGEMENT TEAM

The Management Team is responsible for overseeing the effectiveness of settling arrangements across the nursery.

This includes:

- Supporting families where additional intervention is required
- Providing guidance to educators and Room Quality Leaders
- Monitoring children who experience prolonged or significant settling difficulties
- Approving graduated settling plans where required
- Supporting decisions regarding delayed starts, reduced timetables, or extended settling arrangements
- Ensuring settling procedures are implemented consistently across the nursery

The Management Team reserves the right to make decisions regarding settling arrangements where this is considered necessary to safeguard the wellbeing of the child or ensure a successful transition into nursery life.

PRE-START ARRANGEMENTS & ENROLMENT

Prior to a child's start date, the nursery must ensure that all required information, documentation, and preparations have been completed to enable the child to start safely and successfully.

The pre-start process helps ensure educators have a clear understanding of each child's individual needs and that appropriate support, resources, and arrangements are in place from the outset.

DIGITAL ENROLMENT

Before a child can commence their settling sessions or official start date, parents must complete the nursery's digital enrolment process.

This includes providing accurate and up-to-date information relating to:

- Child details
- Parent and carer information

- Emergency contacts
- Medical information
- Dietary requirements
- Collection permissions
- Funding information
- Permissions and consents
- Any additional information requested by the nursery

Parents are responsible for ensuring all information remains accurate and notifying the nursery of any changes.

ALL ABOUT ME INFORMATION

As part of the enrolment process, parents will be asked to complete an All About Me form.

This information helps educators develop an understanding of the child's:

- Personality and temperament
- Interests and favourite activities
- Home routines
- Sleep arrangements
- Dietary preferences
- Comforters and attachment objects
- Communication style
- Family circumstances relevant to the child's wellbeing

The All About Me form will be reviewed and discussed during the first settling session to encourage meaningful conversation and ensure educators gain a comprehensive understanding of the child.

MEDICAL INFORMATION & INDIVIDUAL NEEDS

Parents must provide full and accurate information regarding any medical conditions, allergies, dietary requirements, disabilities, additional needs, or support arrangements prior to their child's start date.

Where required, the nursery may request:

- Medical care plans
- Risk assessments
- Professional reports
- Prescribed medication

- Evidence of diagnosis
- Additional information from healthcare professionals

Where specialist training, equipment, procedures, or support arrangements are required, the nursery reserves the right to delay a child's start date until appropriate measures have been implemented and the nursery is satisfied that it can safely meet the child's needs.

The safety and wellbeing of the child will always remain the priority when making these decisions.

FUNDING & SESSION CONFIRMATION

Any funding arrangements, booked sessions, and attendance patterns should be agreed and confirmed before the child's start date.

Parents will be informed of:

- Their agreed attendance pattern
- Investment pathways and funding arrangements
- Start dates
- Settling session dates
- Any additional information required prior to starting

ALLOCATION OF A KEY EDUCATOR

Each child will be allocated a Key Educator before, or shortly after, beginning their settling sessions.

Parents will be introduced to their child's Key Educator during the settling process and will have opportunities to discuss their child's individual needs, routines, development, and wellbeing.

The Key Educator will act as the primary point of contact throughout the settling period and during the child's time within that room.

READINESS TO START

The nursery reserves the right to postpone a child's start date where essential documentation, medical information, prescribed medication, specialist training, or safeguarding requirements have not been completed.

This decision will only be made where it is necessary to protect the safety, wellbeing, or care needs of the child, other children, or educators.

Any such decisions will be discussed openly with parents and reviewed on an individual basis.

DEVELOPMENT MONITORING DURING SETTLING

The settling period provides educators with an opportunity to develop an understanding of each child's individual needs, interests, development, routines, and wellbeing.

During the settling period, educators will:

- Observe how children interact with educators and peers
- Monitor emotional wellbeing and confidence levels
- Identify interests, strengths, and preferred learning styles
- Develop an understanding of routines and care needs
- Monitor separation and attachment behaviours
- Identify any emerging concerns regarding development or wellbeing

BASELINE REVIEW

Within the first six weeks of a child starting nursery, their Key Educator will complete a Baseline Review using the nursery's digital learning platform, Footsteps2.

The Baseline Review will:

- Establish the child's current stage of development
- Identify strengths and interests
- Highlight areas requiring further support
- Support future planning and next steps
- Provide a starting point for monitoring progress

The Baseline Review is informed by:

- Information shared by parents
- Observations gathered during the settling period
- Children's interactions and experiences within the nursery environment

PARENT PARTNERSHIP DURING SETTLING

Regular communication will take place throughout the settling period to ensure parents remain informed about their child's progress, wellbeing, and experiences within the nursery.

We recognise that starting nursery can be a significant transition not only for children but also for parents and carers. It is therefore entirely normal for families, particularly those new to nursery life, to seek additional reassurance and updates during the first few weeks following their child's start date.

Parents are encouraged to communicate openly with educators and management if they have questions, concerns, or would like additional support during the settling period.

The nursery will provide regular updates throughout the day using our parent communication platform, Dayshare, enabling parents to remain connected to their child's experiences, routines, and achievements whilst they are in our care.

Where concerns arise regarding a child's wellbeing, development, or adjustment to nursery life, educators will work collaboratively with parents to identify strategies that support a positive and successful transition.

Our aim is to develop strong, trusting partnerships with families and ensure both children and parents feel confident, supported, and reassured throughout the settling process.

MANAGEMENT OVERSIGHT

Room Quality Leaders and the Management Team will monitor children who experience prolonged settling difficulties and may recommend additional support strategies or adjustments where necessary.

GRADUATED SETTLING PLANS

Whilst many children settle successfully within the standard settling period, some children may require additional support before they are able to attend comfortably and confidently.

At Holly Trees, we recognise that settling is not a linear process and that every child responds differently to change. Where a child is experiencing ongoing difficulties settling into nursery life, a Graduated Settling Plan may be implemented.

The purpose of a Graduated Settling Plan is to provide additional support whilst gradually increasing the child's confidence, emotional security, and ability to participate in nursery life.

WHEN A GRADUATED SETTLING PLAN MAY BE REQUIRED

A Graduated Settling Plan may be considered where a child:

- Experiences significant separation anxiety
- Remains highly distressed for prolonged periods
- Is unable to be comforted by familiar educators
- Is struggling to engage with the nursery environment
- Experiences significant changes at home or within their family circumstances
- Has additional needs requiring enhanced transition support
- Returns following a significant absence from nursery

The decision to implement a Graduated Settling Plan will be made collaboratively between the Key Educator, Room Quality Leader, Management Team, and parents.

GRADUATED SETTLING ARRANGEMENTS

A Graduated Settling Plan may include:

- Reduced attendance periods
- Shortened sessions

- Additional settling visits
- Increased communication with parents
- Individualised support strategies
- Additional reviews and monitoring

All arrangements will be tailored to the individual child and reviewed regularly.

The aim is always to support the child in returning to, or progressing towards, their full attendance pattern as soon as they are emotionally ready to do so.

FEES & ATTENDANCE

Where a child has officially started at the nursery and a Graduated Settling Plan is implemented, parents will remain responsible for payment of their contracted sessions and attendance pattern.

Any temporary reduction in attendance forms part of the child's support plan and does not alter the family's contractual booking arrangement.

Fees will therefore continue to be charged in accordance with the nursery's Fees Policy.

REVIEW & MONITORING

Graduated Settling Plans will be reviewed regularly by the Room Quality Leader and Management Team.

Reviews will consider:

- The child's emotional wellbeing
- Confidence and engagement levels
- Relationships with educators and peers
- Participation in routines and activities
- Feedback from parents and educators

Where sufficient progress has been made, the child will gradually return to their usual attendance pattern.

Where concerns remain, additional support measures may be considered in consultation with parents.

SUPPORTING POSITIVE OUTCOMES

The nursery is committed to working in partnership with families to ensure every child receives the support they need to settle successfully.

We recognise that some children simply require additional time, patience, and consistency to develop confidence within a new environment, and our approach will always remain child-centred, supportive, and responsive to individual needs.

Children Returning Following A Significant Absence

We recognise that children may occasionally experience periods of absence from nursery due to holidays, family circumstances, illness, medical treatment, or other personal reasons.

Whilst many children return to nursery routines with minimal support, some children may require additional assistance to rebuild confidence, re-establish relationships, and re-familiarise themselves with the nursery environment.

SIGNIFICANT ABSENCE

A significant absence may include, but is not limited to:

- Extended holidays
- Long-term illness or medical treatment
- Family circumstances resulting in prolonged absence
- Any absence where the nursery believes additional transition support may be beneficial

The length of absence is only one factor considered when assessing a child's readiness to return. The nursery will also consider the child's age, stage of development, previous attendance patterns, emotional wellbeing, and individual needs.

RETURN-TO-NURSERY ASSESSMENT

Upon a child's return, educators will monitor:

- Emotional wellbeing
- Confidence within the nursery environment
- Relationships with educators and peers
- Engagement in activities and routines
- Separation from parents and carers
- Any changes in behaviour, development, or wellbeing

Parents will be encouraged to share any relevant information regarding significant events, changes in routine, or experiences that may have occurred during the child's absence.

RE-SETTLING SUPPORT

Where appropriate, the nursery may recommend a period of re-settling support.

This may include:

- Additional transition visits
- Shortened sessions
- Gradual reintroduction to nursery routines
- Increased communication with parents

- A Graduated Settling Plan

The level of support provided will be determined according to the child's individual needs.

MANAGEMENT DISCRETION

The nursery reserves the right to require a child to participate in a re-settling programme before returning to their usual attendance pattern where this is considered necessary to support their wellbeing and successful reintegration into nursery life.

Such decisions will be made collaboratively between educators, Room Quality Leaders, the Management Team, and parents.

FEES & ATTENDANCE

Where a child remains enrolled and contracted sessions continue to be held, normal fees remain payable during any period of re-settling support or temporary attendance adjustment.

Any temporary reduction in attendance forms part of the child's support arrangements and does not alter the family's contractual agreement with the nursery.

SUPPORTING A SUCCESSFUL RETURN

Our aim is to ensure children feel safe, secure, and confident when returning to nursery following a significant absence.

By working closely with families and responding to children's individual needs, we can help ensure the transition back into nursery life is as positive and successful as possible.

CHILDREN RETURNING FOLLOWING SERIOUS INJURY OR MEDICAL TREATMENT

Where a child has experienced a serious injury, fracture, surgery, significant medical treatment, or any other condition which may temporarily affect their mobility, physical abilities, care needs or ability to participate safely in nursery life, their return to nursery must be carefully planned.

IMMEDIATE RETURN FOLLOWING A FRACTURE OR SERIOUS INJURY

Children will not normally be permitted to return to nursery immediately following a fracture, serious injury, surgery or other significant medical treatment.

Where a child has sustained a fracture and requires a cast, splint, protective boot, brace or other form of immobilisation, the nursery will require sufficient time and information to assess whether the child can safely access the nursery environment before any return is agreed.

Parents and carers must not assume that a child is able to return to nursery solely because they have been discharged from hospital or are comfortable within the home environment.

The physical demands, routines, activities and number of children within a nursery environment are significantly different from those experienced at home and must be considered when determining whether a child is ready to return.

MEDICAL INFORMATION PRIOR TO RETURN

Before a return to nursery can be considered, parents or carers may be required to provide written information or guidance from an appropriate healthcare professional.

This should provide sufficient information for the nursery to understand:

- The nature of the injury or medical treatment
- Any restrictions relating to movement, physical activity or weight bearing
- Activities that should be avoided
- Any requirements relating to a cast, splint, brace, protective boot or other medical equipment
- Pain relief or medication requirements
- Any lifting, toileting, personal care or mobility support required
- The expected recovery period
- Any other precautions or professional recommendations relevant to the child's attendance at nursery

The nursery may seek further clarification where the information provided is insufficient to determine whether the child's needs can be safely supported.

RETURN TO NURSERY ASSESSMENT

Medical clearance or hospital discharge does not automatically determine that a child is ready to return to nursery.

Before agreeing a full return, the Management Team will consider the child's individual circumstances and complete appropriate risk assessments.

Consideration will include:

- The child's current mobility and physical abilities
- Their ability to move safely within the room and wider nursery environment
- Their ability to participate safely in normal nursery routines
- The risk of accidental contact with other children
- The child's ability to protect an injured area from further harm
- Toileting, dressing, eating, sleeping and personal care requirements
- Any restrictions recommended by healthcare professionals
- The physical environment of the child's room
- The age, developmental stage and activity levels of other children within the room
- The level of adult support required throughout the day
- Emergency evacuation arrangements
- Whether reasonable adjustments can be made safely and practically

Particular consideration will be given to highly active nursery environments where children are mobile, physical and naturally interact closely with one another.

The nursery reserves the right to delay a child's return where it considers that attendance may place the child at an unreasonable risk of further injury or where their needs cannot yet be safely supported within the nursery environment.

GRADUATED RETURN AND RE SETTling SESSIONS

Following a serious injury or significant period of recovery, children will normally complete a period of graduated re settling before returning to their full contracted attendance pattern.

Initial re settling sessions will normally be limited to a few hours rather than a full nursery day.

These sessions provide an opportunity for educators and the Management Team to observe how the child manages within the nursery environment and assess:

- Their mobility and confidence
- Their ability to participate in routines and activities
- Their physical comfort throughout the session
- Their interaction with other children
- Their ability to navigate the room safely
- Their personal care requirements
- Their ability to manage the normal rhythm and expectations of the nursery day
- Whether any additional support or adjustments are required

The duration and number of re settling sessions will be determined by the nursery according to the individual circumstances of the child.

Attendance may then be gradually increased where the nursery is satisfied that this can be achieved safely.

Completion of a re settling session does not guarantee immediate approval for a return to full attendance.

ADDITIONAL SUPERVISION AND ONE TO ONE SUPPORT

As part of the return assessment, the nursery will consider whether the child's temporary care, mobility or supervision needs can reasonably be met within the nursery's existing staffing arrangements and statutory ratios.

Where a child requires continuous one to one supervision, physical assistance or individual support beyond what the nursery can reasonably provide within its normal staffing structure, the nursery may determine that the child is not yet able to return.

The nursery is unable to guarantee additional one to one staffing solely to facilitate a temporary return following injury.

Where appropriate, the nursery will discuss with parents whether reasonable adjustments or alternative arrangements could enable the child to attend safely.

APPROVAL TO RETURN

A child's return to their normal attendance pattern must be approved by the Management Team.

Approval will be based upon:

- Available medical information
- Completed risk assessments
- Observations during graduated re settling sessions
- The child's individual care and support requirements
- The suitability of the nursery environment
- The nursery's ability to meet the child's needs safely within available staffing arrangements

The safety, wellbeing and recovery of the child will remain the primary consideration when any decision is made.

Return arrangements will be reviewed throughout the child's recovery and may be amended where their circumstances or needs change.

CHILDREN WITH MEDICAL NEEDS, SEND & ADDITIONAL NEEDS DURING SETTLING

At Holly Trees, we are committed to providing an inclusive environment where all children are supported to access nursery life safely, successfully, and in a way that meets their individual needs.

We recognise that some children may require additional support during the settling process due to medical needs, disabilities, Special Educational Needs and Disabilities (SEND), developmental differences, or other individual circumstances.

Where additional support is required, settling arrangements will be adapted to ensure children experience a positive and successful transition into nursery life.

INFORMATION SHARING PRIOR TO STARTING

To ensure appropriate support can be provided, parents must disclose all relevant information regarding their child's medical needs, disabilities, SEND, diagnoses, support plans, professional involvement, or additional requirements prior to their child's start date.

Where necessary, the nursery may request:

- Medical care plans
- Professional reports
- Risk assessments
- Prescribed medication
- Healthcare guidance
- Emergency procedures
- Information from relevant professionals

This information allows the nursery to assess how best to meet the child's needs and identify any reasonable adjustments, training requirements, or support arrangements that may be required.

MEDICAL CONDITIONS

Children with medical conditions will be considered on an individual basis.

The nursery reserves the right to delay a child's start date where:

- Essential medical information has not been provided
- Required medication is unavailable
- Appropriate care plans have not been completed
- Additional training is required for educators
- Necessary risk assessments have not been completed
- The nursery does not yet have sufficient information to safely meet the child's needs

Any decisions regarding delayed starts will be made by the Management Team and will always be based on ensuring the safety, wellbeing, and care needs of the child are appropriately supported.

ADMISSION, DEFERRAL & WITHDRAWAL OF PLACES

The nursery is committed to working collaboratively with families and professionals to understand and support children's individual needs wherever possible.

In order to safely and effectively meet a child's needs, parents and carers are expected to provide all relevant information, documentation, professional reports, medical guidance, care plans, and prescribed medication requested by the nursery.

Where sufficient information is not provided, or where parents decline to engage with requests for information, assessments, professional involvement, or support planning, the nursery may be unable to adequately assess whether it can safely meet the child's needs.

In such circumstances, the nursery reserves the right to:

- Delay a child's start date
- Defer admission until sufficient information is available
- Suspend settling arrangements whilst additional information is obtained
- Withdraw an offered place before the child starts nursery

Following assessment and consultation with relevant professionals where appropriate, the nursery may also determine that it is unable to safely meet a child's needs within its existing resources, staffing structure, environment, or expertise.

This may include situations where:

- The level of care or supervision required exceeds what can reasonably be provided within statutory staffing ratios
- The child requires continuous one-to-one support that the nursery is unable to provide
- Specialist training, equipment, or environmental adaptations are required that are not reasonably achievable
- The nursery is unable to safely manage identified medical, behavioural, developmental, or welfare needs
- The child's needs would significantly impact the safety, wellbeing, or learning experiences of other children

In such circumstances, the nursery will always seek to work openly and honestly with families and, where appropriate, support them in exploring alternative provision that may be better equipped to meet their child's needs.

Any decision to delay, defer, or withdraw a place will only be made by the Management Team and Director following careful consideration of all available information and the individual circumstances of the child.

CHILDREN WITH SEND & ADDITIONAL NEEDS

Some children may require additional support during their transition into nursery.

Where SEND or additional needs are identified, the nursery will work collaboratively with:

- Parents and carers
- The child's Key Educator
- Room Leaders
- The SENDCO
- The Management Team
- External professionals where appropriate

Support arrangements will be tailored to the child's individual needs and may include additional visits, enhanced communication, visual supports, transition plans, or other reasonable adjustments.

ENHANCED SETTTLING ARRANGEMENTS

Where required, the nursery may implement enhanced settling arrangements to support a successful transition.

This may include:

- Additional settling sessions
- Extended settling periods
- Shortened attendance sessions
- Gradual increases in attendance
- Additional parent involvement
- Individual transition plans
- Multi-agency planning meetings

The level of support provided will be determined according to the child's individual needs and reviewed regularly.

PARTNERSHIP WITH PARENTS

Parents play a vital role in helping the nursery understand their child's needs and how best to support them.

Open and honest communication is essential to ensuring children receive appropriate care and support from the outset.

The nursery will work closely with families throughout the settling process and will seek to develop support strategies collaboratively wherever possible.

MANAGEMENT OVERSIGHT

The Management Team and SENDCO are responsible for overseeing settling arrangements for children with medical needs, SEND, or additional support requirements.

This includes:

- Reviewing relevant documentation
- Ensuring appropriate support arrangements are in place
- Monitoring the effectiveness of settling plans
- Coordinating support from external professionals where appropriate
- Ensuring educators receive any required guidance or training
- Reviewing readiness for the child's official start date

The nursery is committed to ensuring all children are given the opportunity to settle successfully and access nursery life in a way that promotes their wellbeing, development, inclusion, and sense of belonging.

MANAGEMENT OVERSIGHT, MONITORING & REVIEW

The settling process is monitored by Room Leaders and the Management Team to ensure children and families receive consistent, high-quality support throughout their transition into nursery life.

The nursery recognises that positive settling experiences contribute significantly to children's emotional wellbeing, confidence, sense of belonging, and future success within the nursery environment.

ROOM QUALITY LEADER OVERSIGHT

Room Quality Leaders are responsible for monitoring settling arrangements within their room and ensuring that children receive appropriate support throughout the settling process.

This includes:

- Supporting Key Educators during settling periods
- Monitoring children's emotional wellbeing and engagement
- Reviewing settling plans where concerns arise
- Supporting communication with families
- Ensuring consistency of practice within the room
- Escalating concerns to the Management Team where appropriate

MANAGEMENT OVERSIGHT

The Management Team is responsible for overseeing the effectiveness of settling procedures across the nursery.

This includes:

- Monitoring children experiencing prolonged settling difficulties
- Supporting decisions regarding graduated settling plans
- Reviewing delayed starts, deferred admissions, and enhanced settling arrangements
- Ensuring children's individual needs are appropriately supported
- Monitoring consistency of practice across rooms
- Supporting families where additional intervention is required
- Ensuring compliance with nursery policies and statutory requirements

Where concerns arise regarding a child's wellbeing, development, attendance, medical needs, or ability to settle successfully, the Management Team may become directly involved in planning and reviewing support arrangements.

BASELINE REVIEWS

Within the first six weeks of a child starting nursery, the Key Educator will complete a Baseline Review using the nursery's digital learning platform, Footsteps2.

The Baseline Review helps educators to:

- Establish the child's current stage of development
- Identify strengths and interests
- Recognise areas requiring additional support
- Inform future planning and next steps
- Support effective communication with parents

The Baseline Review will be informed by information gathered during the settling period, parental contributions, and observations made by educators.

CONTINUOUS IMPROVEMENT

The nursery will regularly review settling practices to ensure they remain effective, child-centred, and reflective of best practice.

Feedback from children, families, educators, and management may be used to inform future improvements to settling arrangements and procedures.

POLICY REVIEW

This policy will be reviewed annually, or sooner where required, in response to:

- Changes in legislation or statutory guidance
- Updates to the Early Years Foundation Stage (EYFS)
- Operational changes within the nursery
- Findings from quality assurance monitoring

- Changes to nursery systems or procedures

Version	Updated	By	Authorisation Status
1.0	05/2023	Area Manager	
1.1	05/2024	Area Manager	
1.2	05/2025	Area Manager	
2.0	06/2026	Director	