

**Baby Unit for 0 – 2 year old children**

**Day Nursery for 2 – 5 year old children**

**Before and after School Holiday Care for 5 – 16 year old children**

**Primary School Holiday Care for 5 – 16 year old children**

**SETTLING CHILDREN AND WELCOMING PARENTS INTO TWIXUS POLICY**

**RATIONALE**

It is essential that every child should settle into the environment of the Early Years department at a pace suitable to his/her own age/stage of development. The child should feel comfortable, cared for and confident while enjoying the whole experience.

**EYFS key themes and commitments**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive Relationships** | **Enabling Environments** | **Learning and Development** |
| 1.2 Inclusive practice | 2.1 Respecting each other  2.2 Parents as partners | 3.2 Supporting every child  3.4 The wider context |  |

**AIM**

The aim of Twixus Childcare is to ensure that every member of staff recognises the importance of an organised, positive and welcoming approach for all parents and children. All staff will follow procedures and will implement daily welcoming, settling in and inclusive strategies that promote excellent communication between the setting and its parents/carers and an enabling environment for every child.

**PRIMARY OUTCOMES**

* **The child and parent/carer are welcomed into the early years centre everyday**
* **A variety of age related activities are offered to the child on entry to the room**
* **Staff focus on the children by separating and directly supporting the settling process**
* **Staff move around the space/rooms to encourage positive environments and choice**
* **Staff preform different task to help the settling process, as required (see rotas/duties)**

**SECONDARY OUTCOMES**

* The child and parent/carer are introduced to their OIC or Senior Nursery Nurse at the inductions and the keyworker when the child starts.
* The child is familiar with the nursery routines e.g. morning games, breakfast club, toilets, overalls, learning resources, numbers of children allowed in areas at any one time.
* The child is helped to develop strategies for keeping safe
* The parent/carer and child are aware of acceptable behaviour within the early years centre
* The parent/carer has access to information e.g. early years centre handbook, parents’ newsletters, website parents page, notice boards for curriculum and general information

**PROCEDURES/ROLES AND RESPONSIBILITIES**

**(see supplied and attached staff guide – ‘Twixus Settling in and Welcoming Procedures’)**

**Daily Welcoming of Children**

* Children are welcomed by the department staff on rota at the front door or the side gate (depending on which department the child attends).
* A member of department staff allocated will add the attendance on their register.
* Children are then encouraged to join breakfast club to eat or have a time to join in with play.

\* From time to time children may need the support of the key worker and/or parent/carer to settle and subsequently select an activity they feel comfortable with.

* Children are able to mix with all children in the room.
* A staff member and/or parent/carer should assist the children in the cloakroom, promoting as much independence as possible when changing. Individual pegs for coats and bags to be hung on.

**Sharing Information**

* **DAILY COMMUNICATION IS VITAL- staff must ask ‘how the child is’ every day as the child arrives and should ask the parent to share any news that could make the child safer and happier at Twixus.**
* Parents/carers are invited to visit Twixus at any time to discuss the child’s Learning Journey, development and progress.
* Information is available from the various notice boards, the Twixus website, leaflets displayed in rooms and letters/newsletters sent home.

**Senior Staff**

• Ensure all staff follow the settling in procedures

• Monitor the success of the settling in process

**Staff**

• Create a welcoming environment for children and parents.

• Work as a team settling all children but have a specific remit for each child assigned to their group

• Ensure routines in the centre are SAFE refer to Health and Safety Policy

• Ensure the centre is promoting positive behaviour at all times

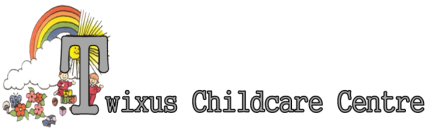
• Ensure that up to date information is always available and accessible to all parents/carers

• Respond appropriately, and are sensitive to each child/parent/carer



**This policy was actioned by**

**Marilyn J Beal (Principal)**

 **Staff Guide to ‘Settling in and Welcoming’ Procedures**

**\*IN ACCORDANCE WITH THE SETTLING CHILDREN AND WELCOMING PARENTS INTO TWIXUS POLICY**

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| --- | --- |
| **KEY ACTIONS** | |
| **TO BE**  **WELCOMING** | * [Related image](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwit6oOYvM_XAhVmDsAKHfMkCyUQjRwIBw&url=https://www.pinterest.co.uk/pin/431923420503179890/&psig=AOvVaw0a18_FsWueDN0whIbjuefB&ust=1511346908781908)Use an enthusiastic greeting * Smile * Thank the parents/customers, * Be positive |
| **TO BE UNDERSTOOD** | * [Image result for listen  emoji](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjh5Km6vM_XAhVGLMAKHa0zAG4QjRwIBw&url=http://www.fm949sd.com/blogs/dana-jayson/dana-jayson-listen-emojis&psig=AOvVaw0H9RRlV1L8Sev4K9Y-0c-V&ust=1511346997603223)[Related image](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwj-joPyu8_XAhXsL8AKHR8DDlcQjRwIBw&url=http://rockyridgeranch.org/rrr-logo-design-contest/&psig=AOvVaw3bXCtaGKzZ-BeVcvBHXJzR&ust=1511346753695096)Listen actively * Ask Key Question * Give positive feedback * Be caring/empathise |
| **TO CREATE A**  **POSTIVE ATMOSPHERE** | * [Image result for welcome emoji](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjvpuqqu8_XAhXjCsAKHX_cAxwQjRwIBw&url=https://www.pinterest.com.au/jgillmartin/emoji-n-more/&psig=AOvVaw1Z8IzVqo4BRygLBl8f_WCf&ust=1511346670236609)Use an enthusiastic welcome * Relieve anxiety through friendly communication with parent and child * Offer a range of stimulating activities * Explain your actions calmly * Offer support and comfort * React to the child and parent immediately * Offer physical support by moving towards the child and parent. (Get up and be cheerful!) |

**Making Parents/Families Feel Welcome & Valued**

Building Relationships with Parents and Families.

**Welcome Parents** - Greet parents in the front of the room or building when they arrive. A familiar and friendly face can make parents feel more comfortable. Always make a point of smiling.

**Ask them how they are** - How they feel. Good Day? Bad Day? Compliment them.

**Make a regular effort to tell each parent something interesting/positive that their child did or said.**

**Praise them** -Identify individual strengths and praise parents, build on their strengths.

**Address their issues** -Address all issues that parents bring up. No issue should be considered not important.

**Respect differences** Keep an open mind. Make an effort to understand cultural differences and to be inclusive.

**Nurture Parents** Focus on the parents. Give them time to talk about themselves instead of their children. Meet the needs of the parents and not just the child.

**Communicate constantly!**  - Welcome all, send home letters, Share good news!

**Cultivate Parent involvement - Invite** the community in. find out what the parent does and how that can help the children to develop and learn.

**Invite families to share family traditions** Cook family recipes, send in photos, help plan a special event related to their cultural background

**Take extra care to look after the property of the children and parents -** don’t lose items by not storing clothing or equipment correctly.

**Don’t give false information**– refer to a manager if you unsure how to deal with a situation or answer a question



***Acceptance and Application of Terms:*** *The Management and Staff at the Twixus Childcare Centre has agreed (by signature) to uphold the legislative terms and working practices of this policy. This policy will be reviewed annually and/or when legislative terms or practical application requires amendments.*