09 Early years practice procedures

09.4 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 can 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 can 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.

Ringrose Kindergarten Chelsea 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 can 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/carer. They write this down and both key person and parents/carers keep a copy. Each day they review the plan and agree what will happen the next day.

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.
- The three-stage approach involving *Proximity, Secure Base* and *Dependency/Independence* is applied to two-year-olds as to younger children.
- After the induction meeting with the setting manager or deputy and key person, a settling-in plan is drawn up. Where possible, a home visit is carried out for the same purpose.
- To settle in a two-year-old, the setting will go through the same process of gradually increasing the time a child attends with a parent/carer during the proximity stage.

- On the first day, the parent/carer attends with the child, and stays for the morning (less if the child becomes tired). On day two, the parent/carer stays longer and on day three stays until and including lunch
- 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.
- Separation causes anxiety in two-year-olds, as they have no concept of where their parents/carers have gone. Parents/carers 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.

Three- and four-year-olds

- Most children of this age can move through the stages more quickly and confidently.
- 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/independence, and this can be frustrating.
- After the parent/carer attends for an induction meeting with the setting manager or deputy and key person, (or in some circumstances a home visit), a settling-in plan is drawn up.
- On the first day, the parent attends with the child and stays for the morning (less if the child becomes tired), on day two, longer and the next day stays until and including lunch (if full day care).
- If the child shows interest in the activities and is beginning to engage with the key person and other children, the parent/carer spends time in the parent/carer room (if available) to see how the child responds.
- Parents/carers are encouraged to explain to their child where they are going, and that they will return.
- If by the fifth day, the child is able to spend more time without the parent/carer, the child may be ready for a short day or session the following week, progressing to a full day or session very soon.

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 parent/carers' input to make sense of what is going on.
- If the parent/carer does not speak English, efforts are made to source an interpreter for induction wherever possible; 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/carer, 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.
- The setting and key person should direct the interpreter and be secure in a joined-up approach when talking to parent/carer
- 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.
- The need for the parent/carer to converse in the child's home language is important.
- The key person makes the parent/carer feel welcome using smiles and gestures.
- With the parent/carer, 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/carers 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/carer 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.

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/carer.
- 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/carer attending. In some cases it may be appropriate to withdraw the place and help the parent/carer 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/carer is unable or refuses to take part in settling in

- Information about the ‘settling in’ plan is given at the first visit and the reasons are explained.
- If the parent/carer 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/carer has a choice not to attend with their child. A parent/carer who refuses to take part in settling in may have the offer of the place withdrawn.

Prolonged absences

- If children 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/carers are made aware of the need to ‘re-settle’ their children and a plan is agreed.

This policy was adopted by	Ringrose Kindergarten Chelsea
On	September 2026
Date to be reviewed	October 2027
Signed on behalf of the provider	
Name of signatory	Lucy Hustler
Role of signatory (e.g. chair, director or owner)	Principal