



Furzehill Childcare Centre

Settling Your Child into the setting

We would like to welcome you and your child to the setting, this may feel like a daunting experience leaving your child for the first time but the procedures we set in place should make it easier for you. It can be an emotional time and for most of us who are parents/carers we will all have been there at some time. Our aim is to give your child, the care and the stimulation they need, giving you the reassurance that you need as a parent/carer that your child will be safe and happy with us.

We recognise that all children are individuals. There is no right or wrong way of settling your child into nursery life, each child will need their own practical needs catered for, so take as much time as you feel you need and don't feel pressured into leaving your child before you both feel happy. After all you know your child best. The staff will always be willing to offer advice and guidance.

Our settings will offer:

- A warm, comfortable, homely atmosphere
- Soft carpeting, cushions, bean bags and seats for the children
- An interesting and exciting environment
- We provide a wide collection of opportunities for your child to explore, investigate and learn in a safe, stimulating place
- Friendly, qualified and pleasant staff
- All staff are committed to the care and welfare of the children
- All staff will aim to develop strong and healthy relationships with parents to ensure continuity and consistency for the children

We ask parents to be prepared by coming into the setting before your start date so you have had the chance to get to know the building, the staff and to ask all those questions. Don't be afraid or feel you are being silly to ask what might seem a really obvious or stupid question. It is often those kinds of questions which will niggle away at you and can answer a big concern for you. As experienced childcare workers and most of us parents ourselves, we understand and appreciate the need to know and have all those questions answered.

Starting at the Centre

All new children and their families are welcome to visit the centre as often as they like prior to their start date. A time will be made when you register your child and discuss your child's needs and a family worker will be appointed to you. For every child this process is different and for that reason we do not have a set induction programme. From experience it is often necessary to work together day by day sometimes for several weeks to address the ever changing needs of your child. Please do not hesitate to discuss any concerns you have with a member of staff, we would not want anyone feeling unhappy at what can be an emotional time for parent and child. At NO time will there be any pressure from staff on you to leave your child unhappy, we will therefore be guided by you and advise you only when asked, or deemed necessary for the benefit of the child. Our First Six weeks leaflet which will be shared with you by your child's family worker will help to explain what happens over the first few weeks in more detail.



Furzehill Childcare Centre

Settling in your child

To help your child feel less apprehensive about being left for the first time on their own we arrange a 'settling in process' with you a week or two before your child's first proper day. This is generally for anything between 10 minutes and an hour and a half, depending on the child and can happen for as many times as necessary. The experience prepares you for the first occasion you leave your child at the setting, ensuring a less fraught time for you both.

- On arrival – you will be met by a member of your child's family worker team and welcomed, supported where needed to help put all your child's things away and check if there is anything we need to know
- Reassurance – you will be invited to call us during the day for an update about how your child is settling.
- Going home – staff will be here to chat to you about your child's day and answer any questions you may have
 - 1) What your child has eaten and drunk during the day
 - 2) What activities they have been doing and have enjoyed
 - 3) How many nappies they have used and their condition (if applicable)
 - 4) How much sleep and at what times (if applicable)
 - 5) Any other relevant information

Our daily routine

- We offer free flow play opportunities throughout most of the day – this means that children are free to choose where they want to play and what with. Free flow plays means that children when they are developing high levels of concentration are not interrupted and it enables them to consolidate their learning more fully.
- Planned activities – these take place morning and afternoon. We offer a range of planned activities suited to the different developmental stages of the children we have in the session. The types of activities that your child will experience include messy play and sensory experiences, such as;
 - **Group times** – stories, puppets, singing, dancing and music
 - **Adult led activities** – activities which have a specific focus and are planned for the older children who we are supporting to become ready for school life. These opportunities focus more on math's, literacy, mark making, number recognition
 - **Food experience of the week** – each week (days are alternated) we have a food experience which may involve trying out new foods, cooking or exploring foods like fish
 - **No Pens Day** – once each half term we have a whole day where we put down our pens and planned activities to promote communication and interaction. Each day has a theme which is linked to our planning and you will be sent information each half term about the plans for the day. Parents are welcome to join in on these days by sharing a skill they may have, joining in with activities or bringing in something they can show the children, like their pet snake!
 - **Craft activities**, sand, water, clay and lots of malleable play



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Children will often not have an end product at the end of their session i.e. a painting, this is because we recognise, value and promote that a child's real learning takes place through joining in and experiencing the process. Remember just because they haven't got something to bring home doesn't mean they haven't done anything. Pictures on Tapestry will be a way of seeing some of the things your child enjoys taking part in.

- **Snack time** is offered morning and afternoon. Children are encouraged to help set the table, cut up fruit and pour their own drinks. **Lunch time** will run from approximately 11.45am to 12.30pm. Only the children that attend for the whole day (9am-3pm) will have lunch at the setting. Children who come in or leave at 12pm will need to have lunch at home.
- **Tidy up time** – at certain times of the day we stop and everyone tidies up. To help signify this time for the children we use a triangle to gain their attention and then play a set piece of music (Hawaii five O) children very early learn this routine and so don't be surprised if you hear this song out of nursery and your child declares "its tidy up time"!
- **Sleep and rest** – if your child needs a sleep/nap or just needs to sit/lay somewhere quiet, provision will be made for this to happen.
- **A Move in the Write Direction** – this is an activity which we deliver morning and afternoon along with our song of the week (copies are available to take home or look out for the song of the week on Tapestry). MITWD- this has been designed to encourage early writing skills and recognition of letters through using gross motor movements to the Wheels on the Bus song. As your child becomes more familiar with the song and actions you will probably hear them singing it at home and making reference to letter shapes using the words we link them with such as Z – the lightning strikes. If you would like a copy of the MITWD (we would encourage you to do so) then please ask the manager and they will give you a copy.

Transition from the small room to the main room

Toddlers move to the main nursery room when they are approximately two/two half years old. However, this very much depends on your child's individual needs and stage of development. We only move children when they are ready. We start the integration three months before your child's planned move to the nursery - this allows the child to become familiar with the surroundings and the nursery staff. We will also arrange a time so that you can meet your child's new family worker and they will then talk through the nursery routine with you. If this change is managed as part of a natural progression it will be less unsettling for your child. When your child has settled into the main room your child's key worker will be able to share with you all the opportunities your child will enjoy and involve you in the planning for your child's continued development.

We hope this has given you some information which will help you learn a bit about how we operate at our centre, if you have any questions or you would like any further information please do not hesitate to ask a member of staff.

We look forward to getting to know you and your child in the near future.

September 2021