Settling in Policy

Introduction

At Alamiyah we consider it to be of the greatest importance that all the children who enter our setting in the Early Years are welcomed and treated with consideration and care. We understand that starting nursery can be a difficult time for both parent and child, we therefore respect and accommodate the individual child's needs and parents' wishes. Every measure is set in place to ensure that all new children feel safe and secure so that they can settle and become at ease with our environment as quickly as possible.

Aims

We aim to ensure that:

- pupils feel safe and secure as quickly as possible
- measures are put in place to settle pupils swiftly
- pupils are treated as unique individuals and their wishes respected
- pupils needs are considered and prioritised above all else
- the settling in process works with the child and parent to minimise the distress of separation
- pupils are supported to develop attachments to teachers and carers at the setting
- parents' wishes are respected
- parents' are supported at all stages of the settling in process by staff

Approach

In order to fulfil our aims we put into place the following:

- Before a child starts to attend, parents are asked to visit the website and learn as much as possible about the setting, they are also invited to visit for an open day where they are given a tour and provided with information about the setting, curriculum and daily routines. Parents have an opportunity to ask any questions that they may have in individual meetings.

- During the admissions process prior to completion of enrolment staff ask parents to

complete a new pupil questionnaire about their child which acts as a starting point to get to know the child.

- Children respond better to teachers who they feel are familiar with their parents, so we invite all children to attend an induction visit, where each child meets the teachers, spends time in the classroom and is invited to work with an activity. The induction day provides the opportunity for the child, parents and teachers to become familiar with the setting and each other.

- New children are given a settling in story book to take home. Parents are encouraged to read the book to the child regularly. The book contains pictures of staff, activities and information about routines for the child.

- When a child starts to attend Alamiyah, staff work with his/her parents to decide on the best way to help the child to settle in and our staff give parents advice sensitively on effective ways of settling their child.

- We aim to settle each child as soon as they are ready. All children are different and need differing amounts of time to settle. The staff will guide parents through the process step by step.

- Each child and their parents are allocated a key person who welcomes and looks after the child and parents at the child's first session. The child will form a secure attachment to either their key-worker or another staff member which makes them feel safe and comfortable in the setting.

Settling in Process for Children's House

In order to help children have a positive first experience at Alamiyah we usually have staggered starting dates. A small group of new children will begin on each start date. This will allow each group of new children to settle in before a new group starts.

Each group of children will be given a special induction week to help them settle in. Your child must attend all induction sessions. During the induction days your child will only attend one

session per day [half day]. After the induction week your child will resume their regular sessions.

First Day

On your child's first day, you will need to plan to stay for the entire session. Please make sure prior babysitting arrangements are made for siblings and park your car in a suitable place so that you can stay with your child for the amount of time s/he requires. Siblings who are older than 6 months will not be permitted to stay with the parent, please make sure you have made prior arrangements for your other children.

Parents staying with child

During the settling in days, parents are required to stay with their child for part or in some cases all of the session in order to make the transition into the setting as easy as possible for the child and to reduce any possible anxiety that they may have about leaving their parents. It is normal for children to feel nervous and upset during their first days, if your child is distressed the Class teacher will advise you to stay. If your child seems settled and is happy for you to leave the Class teacher will advise you to leave. If your child becomes distressed after you have left, the teachers will make every effort to comfort your child and contact you if necessary.

Checking up on your child

During the day staff will be happy to receive telephone calls from parents at all times. Parents may feel anxious and concerned about their child's well-being and staff will endeavour to allay any fears that parents may have. Staff will inform parents when their child is upset or unsettled. In the situation where a child will not settle a member of staff will call the parents to discuss their concerns.

Meeting the Practitioners

Parents will be introduced to the staff and information will be provided with regards to staff positions and duties. Parents will be advised about which member of staff to contact if they

need more information about their child's day.

Schedule for the First Few Weeks

To help your child have a smooth settling in experience we have a special schedule that we use for the first few weeks. When your child arrives, they will be shown their cubby and advised to change into their indoor shoes and take off their coat. All children visit the toilet at the start of the session then they will gather on the carpet for a circle time to start the day with dua. After the circle time your child will be shown where the beginners shelf is and asked to choose an activity from this shelf or any other activity which has been presented to them.

After half an hour of choosing activities your child will be invited to another circle time. This circle time will cover aspects of grace and courtesy, which are essential for your child to attend in order to understand the routines and boundaries in the classroom. After the circle time your child will be asked to choose activities again for another half an hour. Your child may also choose to read a book in the library, have a snack or look at the objects at the nature table. This cycle of choosing activities for half an hour and then attending a circle time will continue until it is time to go in the garden.

Activities in the Classroom

Children's House is furnished with many activities to accommodate the differing levels of development of each child. These activities are not suitable for all children to use and can only be taken from the shelf with permission from the teachers. All activities need to be presented [demonstrated] to the child by the Presenting Teacher. During your child's first week s/he can choose any game and puzzle from the beginning shelf and will have new activities presented to them from the other shelves. Once an activity has been presented to your child, s/he may remove it from the shelf at any time. All activities on the shelf are presented to the child in a particular sequence to allow the child to gain maximum benefit from it. Whilst in the classroom, please do not remove any activity from a shelf without the teacher's permission.

If your child chooses an activity, which has not yet been presented to them, s/he will be asked to

put it back and directed to activities that s/he can take. If there is a particular piece of material that you think will interest your child, please speak to the Class Teacher who will discuss this with you. Your cooperation is essential for the smooth running of the classroom.

Staying With Your Child

Parents who choose to stay with their child will be asked to sign in at reception and read the guidance notes for staying in the classroom. Mobile phones are not permitted in the classrooms at any time. You will be asked to put your mobile on silent and place it in the office building. Furthermore, in order to ensure the smooth running of the classroom parents are advised to adhere to the following guidelines.

- When entering the classroom you will be shown a suitable chair in which you may sit.
- Please do not walk around the classroom and unnecessarily talk to children. We aim to preserve children's concentration and for this purpose you can only talk to a child if they approach you.
- Please do not remove any of the materials that are in the classroom.
- If you have any questions please note them down. Teachers will provide you with a suitable opportunity to ask questions.
- Please do not walk on work mats, or place your bag or notepad on shelves and do not disturb children who are working.
- Please do not join in any activities unless a member of staff has invited you to join.

Distressed Children

Parents are advised to stay with their child if they are distressed. On most occasions the child will only require the parent to stay for the first few days, however in some circumstances the child may require the parent to stay for the first week or longer. Please make sure that you have made prior arrangements for siblings, work and family so that you are available for your child during these first two weeks.

If a child is very distressed and is crying loudly the parent is required to comfort the child and calm them down. Staff will make every effort to comfort the child with the parent. If the child's

crying is disturbing other children or causing distress to the other children, the staff may advise the parent to take the child out of the classroom into the garden area until the child has calmed down. Parents can sit with their child until their child is ready to enter the classroom.

On rare occasions where a child may be extremely distressed, a parent may be asked to take the child home for the day and try again at another session.

We aim for most children to be settled in and be able to separate from their parents within a week from the start date. If a child takes longer than a week to settle, the Class teacher will talk with the parents to devise a plan of action that will help the child to settle in.

On the rare occasion that a child does not settle in due to anxiety or having additional needs which might require that the child attends for either less time or less sessions for a defined review period, then the parents will be informed of this at the earliest opportunity.

At the end of the review period an assessment will be made about increasing the amount of time attended by the child.

However if the parent would like the setting to hold extra sessions for the child to take at a later date then the place will be held as long as the unfunded sessions that are held are paid for in full.

Review

This policy will be reviewed every 3 years or sooner or if there is any change in statutory guidance or legislation. See ‘Policy Review Schedule’.

Last Reviewed: 01/09/2026

Adopted in a meeting at Alamiyah Montessori on 08/09/2025

Signed by Nasim Bobat (Manager) and S Motara (Nominated Person)

on behalf of Alamiyah Montessori

With reference to -

Statutory framework for the early years foundation stage (Sept 2026)

Development Matters: Non-statutory curriculum guidance for the early years foundation stage

(Sept 2023)