

# Razzy's Daycare & Nursery



Razzy's Daycare & Nursery  
Est. 2025

## Settling-In Policy

Date of Issue: December 2025

Review Date: December 2026

### Introduction

At Razzy's Daycare & Nursery, we recognise that starting nursery is a significant transition for both children and their families. We are committed to making this transition as positive, calm and supportive as possible by focusing on the individual needs of each child and building strong, trusting relationships with parents and carers from the outset. We understand that children settle in at different rates and that emotional responses such as anxiety, frustration or withdrawal are a normal part of early development. Our settling-in process is designed to support children's emotional well-being, promote secure attachments and ensure children feel safe, confident and valued within the nursery environment.

### Legal and Statutory Framework

- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2025
- Children Act 1989 and 2004
- Childcare Act 2006
- Equality Act 2010
- Special Educational Needs and Disabilities (SEND) Code of Practice 2015
- Ofsted Education Inspection Framework

### Aims of the Settling-In Process

The settling-in process aims to support children as they transition from home and familiar caregivers into the nursery community. We work to establish a strong attachment

between the child and their key person, enabling the child to feel secure and confident within the setting. We place great importance on working in close partnership with parents and carers, recognising that they know their child best. Where challenges arise, we collaborate sensitively with families to support both the child and the parent through the transition.

### **The Key Person Role**

Once a nursery place is confirmed, each child is allocated a key person. The key person has specific responsibility for developing a close, trusting relationship with the child and their family. They support the child's emotional well-being, care routines, learning and development and act as the main point of contact for parents. The key person also supports parents to become familiar with the nursery environment, routines and expectations, ensuring consistency and reassurance during the settling-in period.

### **Settling-In Visits and Pre-Start Sessions**

We offer settling-in sessions before a child's official start date. These visits allow children to become familiar with their surroundings, routines, staff and peers in a gradual and supportive way. During this time, parents and carers are encouraged to share information about their child through "More About Me" in the registration paperwork, enabling staff to tailor care and support appropriately.

As a general guide, we encourage children to attend at least three settling-in visits. The first visit is typically around one hour, during which parents are invited to stay with their child. This allows time to discuss routines, preferences and any concerns. The second and third visits are usually around two hours, where parents may begin to leave their child for short periods. However, we recognise that this is only a guide and not a rigid expectation.

### **Flexibility and Individual Needs**

We recognise that every child is unique. Some children settle quickly, while others require more time and reassurance. Additional settling-in visits can be arranged where needed and the process may be extended or adapted in response to a child's emotional needs, previous experiences, or special educational needs or disabilities. For some

families, parents may also benefit from additional support and reassurance during this period and we are happy to accommodate this.

## **Transitions**

The nursery recognises that children experience a range of transitions during their early years, including starting nursery, changes in family circumstances, and moving on to school or another childcare provider. As we operate from one large main room, internal room-to-room transitions do not apply. All transitions are managed sensitively through our key person system, close partnership with parents, and individual planning that reflects each child's emotional needs, stage of development, and personal circumstances. We encourage parents to share information about any changes at home so that staff can provide appropriate reassurance and support. Where children are preparing to move on to school or another setting, we work with parents and, with consent, other professionals to share relevant information and support continuity of care and learning.

## **Supporting Children and Families**

It is normal for children to experience anxiety, upset or changes in behaviour when starting nursery. Likewise, parents may find the transition emotionally challenging. Staff at Razzi's Daycare & Nursery use their experience and professional knowledge to support families with sensitivity, patience and understanding. We encourage open communication and work closely with parents to ensure children feel safe, supported and confident.

The settling-in process continues beyond the initial visits and staff regularly review how well children are adjusting. Adjustments are made where necessary to ensure children's emotional well-being and safeguarding remain a priority.

*This policy is reviewed annually or sooner if guidance or legislation changes. Parents and staff are informed of any updates and the policy is available upon request.*