



## Induction Policy

Piglet sidled up to Pooh from behind.

'Pooh!' he whispered,

'Yes Piglet?'

'Nothing,' said Piglet, taking Pooh's paw, 'I just wanted to be sure of you.'

A.A. Milne

### **Transition into our setting**

As with all transitions, we understand the importance of building relationships and developing secure attachments, especially at this very young age and stage.

We wish to handle the transition into our Nursery with sensitive, child (and family centred), individual approach.

It is vital consider the individual child (and parent/carers) involved and include any other process or information to ensure a happy and successful start at Fernhill Nursery.

### Checklist and considerations

- Liaise with any previous nursery or care provider.
- Gather information required including Additional Support needs, allergies, and medical information.
- Determine or contact the named person.
- Start a personal plan and gain insight from home and parent/careers.
- Match new child and family to their keyworker and get to know another child, even make a friend or connection or just get to know the name of others in the group or room (adults or children).

### Ensure

- Mrs Clements (office) is aware for attendance.
- Mrs Docherty (finance) is aware for finance.

- Check NAMs or systems are updated.

## **Visits**

The number, frequency and length should be adjusted to suit the best paths for the child and their family.

- Initial tour. Process, and flexible nature of process, should be shared with family at this stage.
- First visit. A family/career would usually stay. Care plan to be completed ahead of being left at the second visit. Staff to be aware of likes/dislikes, activities they might like to and any support they may need (e.g. toileting.)
- Second visit. Longer period of time. Become familiar with a key member of staff, make bonds and perhaps even learn some names of other children and staff.
- By third visit perhaps staying for lunch and for increased amount of time. This would be the time to ensure parents are aware that key information is sent by email and how we use Fernhill Learning Journals to share their child's learning with them.

During this process we will ensure all medical or allergies are known and that this information with appropriate staff. It is vital that the forms or any risk assessments required are in place during the transition period ahead of the child's start date.

If the care plan has not been completed ahead of the second visit, ensure that contact details are also known and available to staff.

Part of the transition process, staff should consider previous learning and consider literacy, numeracy and HWB targets so that meaningful experiences and activities can be planned for the child's start. The child should also be part of this process.

## **Ahead of start**

- Email address for parents.
- Set up Learning Journal.
- Menus, attendance and any medical information shared with staff.

## **End of first day**

- Feedback to parents
- Adjustments to the above (start information) if required.

- Try to post on Learning Journal (or as soon as possible)

Flexibility and responding to the needs of the family and child are key to the process. This can be an easy or challenging time and responsible support will help speed up the process to a happy, settled child.