



Early Learning and Childcare Centre

SETTLING IN POLICY

The Care Inspectorate's Health and Social Care Standards inform the standard of practice expected of Ferryfield's staff, when following this policy they are adhering to:

Standard 1: I experience high quality care and support that is right for me.

Dignity and respect

- 1.1 – I am accepted and valued whatever my needs, ability, gender, age, faith, mental health status, race, background or sexual orientation.
- 1.2 – My human rights are protected and promoted and I experience no discrimination.
- 1.3 – If my independence, control and choice are restricted, this complies with relevant legislation and any restrictions are justified, kept to a minimum and carried out sensitively.

Be Included

- 1.9 – I am recognised as an expert in my own experiences, needs and wishes.

Responsive care and support

Assessing my care and support needs

- 1.12 – I am fully involved in assessing my emotional, psychological, social and physical needs at an early stage, regularly and when my needs change.

Experiencing my care and support

- 1.19 – My care and support meets my needs and is right for me.
- 1.23 – My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected.
- 1.24 – Any treatment or intervention that I experience is safe and effective.

Wellbeing

- 1.26 – I can choose to spend time alone.
- 1.29 – I am supported to be emotionally resilient, have a strong sense of my own identity and wellbeing, and address any experiences of trauma or neglect.

Standard 2: I am fully involved in all decisions about my care and support.

Dignity and respect

- 2.6 – I am as involved as I can be in agreeing and reviewing any restrictions to my independence, control and choice.

Compassion

- 2.8 – I am supported to communicate in a way that is right for me, at my own pace, by people who are sensitive to me and my needs.

Be included

- 2.13 – If a decision is taken against my wishes, I am supported to understand why.
- 2.15 - I am enabled to resolve conflict, agree rules and build positive relationships with other people as much as I can.

Standard 3: I have confidence in the people who support and care for me.

Dignity and respect

- 3.1 – I experience people speaking and listening to me in a way that is courteous and respectful, with my care and support being the main focus of people’s attention.
- 3.2 – If I experience care and support where I live, people respect this as my home.
- 3.5 – As a child or young person, I am helped to develop a positive view of myself and to form and sustain trusting and secure relationships.

Compassion

- 3.6 – I feel at ease because I am greeted warmly by people and they introduce themselves.
- 3.7 – I experience a warm atmosphere because people have good working relationships.
- 3.8 – I can build a trusting relationship with the person supporting and caring for me in a way that we can both feel comfortable with.
- 3.9 – I experience warmth, kindness and compassion in how I am supported and cared for, including physical comfort when appropriate for me and the person supporting and caring for me.
- 3.10 – As a child or young person I feel valued, loved and secure.

Be included

- 3.11 – I know who provides my care and support on a day to day basis and what they are expected to do. If possible, I can have a say on who provides my care.
- 3.13 – I am treated as an individual by people who respect my needs, choices and wishes, and anyone making a decision about my future care and support knows me.

Responsive care and support

- 3.16 – People have time to support and care for me and to speak with me.
- 3.17 – I am confident that people respond promptly, including when I ask for help.
- 3.18 – I am supported and cared for sensitively by people who anticipate issues and are aware of and plan for any known vulnerability or frailty.
- 3.19 – My care and support is consistent and stable because people work well together.

Standard 4: I have confidence in the organisation providing my care and support

Dignity and respected

- 4.1 – My human rights are central to the organisations that support and care for me.

Compassion

- 4.3 – I experience care and support where all people are respected and valued.
- 4.5 – If possible, I can visit services and meet the people who would provide my care and support before deciding if it is right for me.

Responsive care and support

- 4.11 – I experience high quality care and support based on relevant evidence, guidance and best practice.
- 4.16 – I am supported and cared for by people I know so that I experience consistency and continuity.

Standard 5: I experience a high quality environment if the organisation provides the premises.

Wellbeing

- 5.17 – My environment is secure and safe.

Ferryfield recognises that due care and attention must be given to the parents / carers and child's need for time to settle into the service, and aims to work in partnership with all parties to assist in this process.

Settling in is an important stage of the transition between the home and childcare, Ferryfield aims to make this transition as smooth as possible by:

- Arranging a Pre-start visit to Ferryfield to allow parents and carers to familiarise themselves with the environment and the staff.
- Offering parents and children the opportunity to have a staff member visit them in their home, to allow the opportunity to meet staff in the familiar home environment.
- Ensuring parents and carers fill in appropriate paperwork that introduces staff to the starting child and their family. All staff will read and familiarise themselves with this information.
- Arrange at least 2 visits for children to familiarise themselves with the environment and the staff.
- Agreeing with parents / carers a strategy to encourage a smooth transition that is comfortable to both the child and adult and ensuring parents know they can bring their children for as many visits as they want to.
- Offering a warm and welcoming environment, ensuring that each child feels included, secure and valued
- Sensitively dealing with parents / carers readiness to leave the child and the child's willingness to be left.
- Providing activities and experiences that are familiar to the child.
- Providing feedback to parents / carers about how the child is coping in Ferryfield.

When a child does not settle and is unhappy or distressed being in the Ferryfield, staff will work with parents to try to find the reason for, and a solution to this.

As a last resort, it may be suggested that the child be removed from Ferryfield to try again at a later date, although experience suggests that perseverance is the best course of action and most children will settle at (a small number of children can take a long time to settle) – this separation experience sets them up as confident individuals for future life experiences and only benefits the child in the long run, however Ferryfield staff are aware of the impact of witnessing their distressed child and will endeavour to support parents and carers at this difficult time.

Adopted by the Committee

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Settling in Policy