

# Help Sheet

0 – 25 Specialist Teaching & Support Service

## How to support a child with a 'meet and greet'.



### Why?

- A 'meet and greet' can support a child who is unsettled to build a positive, secure relationship with a key adult in the setting.
- The process also supports the child to feel safe and secure in the setting.
- It is important that the 'meet and greet' is a shared experience which uses commentaries that acknowledge what is important to the child.

### You will need:

- To arrange for a key adult to be available at the start of each session.
- To develop a range of statements which can support the child during the 'meet and greet'.
- To prepare a shared activity.
- To prepare visual prompts to signpost what is happening e.g. 'now and next' / visual timetable.

### How?

As far as possible, have the same adult meet the child in the playground or at the door.

#### Welcome the child.

Welcome the child with a smiley approach. Give them your full attention. Try to use statements rather than questions. The idea is to provide a sense of 'belonging' and 'we missed you'. Focus on things like:

- Your peg is here waiting for your coat.
- I'm happy you are here – put your name on the board with mine.
- Look your photo is with Fred, Hamzah and Jenny – I wonder if you will play with them today.

It is useful for the adults to self-register as well as the children to create a sense of 'belonging'. It may be appropriate to share breakfast at this point, if so, the adult should eat alongside the child.

#### Support the child to scan the room.

Scan the room with the child. Sit down where you can see most of the room. Talk about what and who can be seen in the room, for example:

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- I can see Mrs Smith has a stripy top today.
- I've noticed there are some egg boxes in the creative area.
- I wonder why there is a big box in the home corner.

### **Engage with the child.**

Engage the child in conversation. Use statements that show that you have been thinking about the child while they have been at other settings - PVI / home / childminders / wrap around care / school – see examples:

- I've been wondering what you had for breakfast / how you got to nursery.
- I noticed that it was raining. I'm guessing you and your grown-up got wet.
- I was thinking about what you were doing this morning at...

The idea is to demonstrate genuine interest in the child's experiences that day. Value transitional objects e.g. a conker found on the way to school, a toy from home. Talk about the object then keep it safe in a 'treasure box'.

### **Share a positive experience.**

Share an experience e.g. game, activity, song. Make it their special time – avoid interruptions.

### **Prepare the child for the day ahead.**

Prepare the child for their day by sharing a visual timetable or 'now and next'. Confirm the sense of belonging and connection e.g. I'm looking forward to seeing what you do today when...

### **Things to note:**

- It is important to follow the child's interests and spend time 'in the moment' with them in order to develop a secure and trusting relationship.
- If an activity is offered it is extremely important that it happens to build trust.
- If there are changes to the usual routine, use the 'meet and greet' as an opportunity to explain the changes.

### **Reference / Evidence base – informed by:**

What about me? Louise Michelle Bomber (2011)