

# Transition

## Rationale

### Our Aim

We recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this practice sets out the ways in which we can support children going through these transitions.

Staff are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's behaviour.

### Settling in sessions/ taster sessions

We implement a relaxed and progressive transition period from home to nursery and recognise it can be a stressful time for parent and child especially if they have never been separated before.

EVERY child should have at least 1-hour visit accompanied by a parent and (3) furthermore taster sessions staying for lunch at Pre-School (if the child is going to be attending over lunch-times).

Every child is an individual and members of the nursery staff will always give advice on the best possible way for each child's initial visits to take place. Some children take longer than others to settle.

We recommend short, regular visits which will help your child to familiarise themselves with the new environment, peers and staff caring for them. As their visits become part of their routine, they begin to trust their new carers and familiarise themselves with their new surroundings.

We will always be very honest with you and let you know how they have been once you have gone remember it is very often the initial sight of their parent leaving that upsets them the most.

We always encourage the parents to give nursery a call and we can transfer the call to the room so parents are able to speak to the staff to see how their child is doing. We also have the parents' room which some prefer to go in their whilst their little one is on their taster session.

### Moving Rooms

When a child reaches the age in which they are ready to move to the next room we ensure this is a seamless process in which the child is fully always supported.

This will include a meeting between the existing key person and the new key person and parents.

The child will spend short sessions in their new room prior to the permanent move to enable them to feel comfortable in their new surroundings, they will also have lunch with their new room.

The child's key person will go with the child on these initial visits to enable a familiar person is always with them. During the period leading up to the child moving up the Key person will also take groups of friends who will be moving up to enable these friendships to be kept intact and support the children with the peers they know.

Parents will be kept informed of all visits and the outcomes of these sessions e.g., through photographs and notes via I-Connect and discussions when they child is collected. Only when the child has settled in through these taster sessions will the permanent room move take place. If a child requires more support this will continue between the key person, parent, manager of the new room to agree how and when this will happen.

### **Starting School or Moving Childcare Providers**

Starting school is an important transition and some children may feel anxious or distressed. We will do all we can to facilitate a smooth move and minimise any potential stresses. This following process relates to children going to school. However wherever possible, we will adapt this process to support children moving to another childcare provider e.g., childminder or another setting

We provide a variety of resources that relate to the school, e.g. school uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend. This will help the children to become familiar with this new concept and will aid the transition.

We produce a comprehensive report (transition document) on every child starting school to enable teachers to have a good understanding of every child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning.

### **Other Early Years Providers**

Where children are attending other Early Years settings or are cared for by a childminder, we will work with them to share relevant information about children's development.

### **Family Breakdowns**

We recognise that when parents separate it can be a difficult situation for all concerned. We will support the child by listening to them, together with supporting parents by ensuring they are both kept up to date with their child's progress and share nursery events and relevant information as appropriate.

### **Moving Home and New Siblings**

Both events may have an impact on a child. Normally, parents will have advance notice of these changes and we ask parents to let us know about these events so we can support the child to be prepared. The key person will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g., through role play, stories and discussions.

### **Bereavement**

We recognise that this may be a very difficult time for children and their families. If parents feel their child requires additional support because of any changes in their life, we ask you speak to the Nursery Manager and the key person to enable this support is put in place.

***Reviewed - 06/05/2022 by Lisa Best/Saskia Gregory***

***Next Review - 06/05/2023***