



Effective Transitions

Transition Policy

Policy statement

Transitions concerns the changes a child encounters from one place to another, for example, from home to nursery, changing from the baby to pre-school unit within the nursery setting, attending more than one childcare provision (or childminder) and starting school. Often, these transitions involve a process of change that requires them to adapt their thoughts, feelings and behaviours to meet new expectations.

Through the implementation of this policy, Angel Day Nursery aims to work in partnership with parents/carers, practitioners from other settings and/or childminders or school staff to share information about the child and what support he/she may need. We offer support and understanding to the period of adjustment required by children and parents/carers as they adapt to change.

Procedures

The Transition between Home and Nursery

At Ivy League Day Nursery staff are sensitive to the needs of children and parents/carers when they first start to attend nursery, and have much experience in this area. Practitioners understand that all children settle differently in their own time and the nursery aims to accommodate the differing needs of individual children and their families. We offer this support in the following ways:

- Settling in sessions – the time scale of these will vary between children and their families. We aim to fully support this process and practitioners may suggest a longer/shorter settling in period dependent on how the process is working.
- Providing parents/carers with information before the child first attends, for example, policies and procedures of the setting and an introduction to the child's key carer and other adults around the nursery.
- We provide parents/carers of children under the age of two years with verbal and written feedback on how the child has eaten, slept, used the toilet/nappy changes and general mood and behaviour. Parents/carers are encouraged to share information via these sheets, as well as verbally with practitioners.



- For children over the age of two years, we ensure verbal feedback is provided at the end of the child's session/day. Written feedback is available on request.
- We encourage the use of favourite toys or comforters from home until such times as the child has developed confidence and security in their new surroundings.
- We make special arrangements to support those children with additional needs, for example, for children who speak English as an additional language, or who have learning difficulties, by using words in the child's home language and obtaining support from external agencies where appropriate/required.

The Transition between the Baby Unit and the Pre-School Unit

When it is felt by practitioners and parents/carers that a child would benefit from moving to the next unit (this can be dependent on both the age of the child and their stage of development), we support the child and parents/carers in the following ways:

- In advance of the transition, the new key carer will find opportunities to spend time with the child.
- Settling in sessions are arranged with the new unit and with both old and new key carers.
- Details of the new unit such as routines and activities/planning/observations and assessments are discussed with the parents/carers.
- Baby unit key carers complete an internal transition document giving details of the child's individual needs and requirements such as dietary requirements, any additional needs, such as English as an additional language or identified learning difficulty, sleep routines, feeding routines (if applicable), any medical conditions and toileting/nappy change requirements.
- Both old and new key carers liaise closely together to share information, such as children's individual profiles and identified next steps, comforters etc.
- Where possible, children will be moved from the baby unit to the pre-school unit with their peers so they are accompanied by their friends.
- Parents/carers are shown around the new unit and any questions or concerns are discussed.

The Transition from one provider to another during the working week

When a child attends more than one setting, for example nursery and a childminder, we make contact with them and share information to provide the best outcomes for the child:



- We obtain written permission from the child's parents/carers to make contact with the other setting/childminder.
- We use a transitions book where both settings can contribute information, photographs of the key people and the setting(s) as well as information about the child's learning and development.
- We share behaviour management strategies and planning ideas.

The Transition from Nursery to Primary School / Other Nursery Setting

We recognise that starting school can be a worrying time for children and their parents/carers, and the more that can be done to ease this transition, the more positive an experience it will be for all involved:

- We invite teachers/support staff into the setting to visit the child and make direct contact, in particular where there are concerns about a child's behaviour or development.
- Our practitioners make themselves available to visit the school if requested.
- We organise activities which reflect the transition process, for example school uniform role play and provide opportunities for children to express their concerns and fears.
- We complete Transfer documentation as provided by the Local Authority and give assessments of the child's current progress within the EYFS.

This policy was adopted on: _____

Date to be Reviewed: _____

Signed on behalf of Ivy League Day Nursery: _____

Name of Signatory: _____

Role of Signatory: _____