

Transitions

Transitions Policy

This policy will include;

- **Supporting children new to the nursery setting**
- **Supporting internal transitions**
- **Supporting transitions to other settings/school**

Transitions come in many forms and the key to a smooth transition for children is effective communication between the child's family and nursery team. Transitions need to be supported effectively, and staff need to be in tune to children's emotional needs to support children to feel confident and secure in their new environment. Transitions are a process and as such it is different for every child and family.

Supporting transition for children new to the setting

Children standardly have 2 settle visits, one attended with their parents/carers to get to know the environment and their key person, and one attended alone. We will respond to each child's individual needs and as such additional settles will be added as necessary. The key person role is pivotal in managing transitions (please read in conjunction with our "Role of the Key Person" policy). For children to feel comfortable in an environment they need to feel reassured that their parents/carers feel confident in the staff they are leaving them with. The Key Person will use the settle visits to develop relationships with both the child and the parents/carers so they feel more comfortable when the time comes to leave their child for the first time. The Key Person should get to know as much as they can about the child's likes/dislikes, interests, routines and any top tips for soothing them, so they are able to respond to them in familiar ways, as their parents/carers would. Staff will support parents to feel comfortable and reassured by offering courtesy calls after drop off to let them know how the child is doing, as well as thorough feedback at the end of the day. They will also use iConnect and ParentZone to be able to update parents with photos and observations of what the child has been up to. Staff will keep open two way conversation going to continue to support settling and establishing relationships and routines. If there are any areas that a child is struggling with, such as settling to sleep, staff will liaise closely with the parents to establish the best way to support them.

Parent's will be asked to complete a "what to expect when" booklet, which will be the basis of their baseline assessment to give an indication of their development on starting. During the first half term the key person will get to know the child's abilities and interests and will record observations of these. They will then set next steps to support the child's ongoing development and these will be shared with parents via ParentZone.

Supporting internal transitions (room to room)

Each nursery has approximate age bands for each "Step" and these are used to determine approximate move times for children. This is individualised for each child and as such when a child is ready to move on to the next nursery room the parents/carers will be notified by letter, and made aware of their new key person. The parents/carers will be asked to complete some transition forms to ensure we have the most relevant and up to date information about their child and family. The current key person will ensure that they provide the new key person with information about the children's next steps, learning and development and any other information which may be helpful in settling them. This is done through the use of children's learning journals, the transition information sheets, and meetings as appropriate.

Transitions

(continued)

The current key person will take parents/carers up to the new room to meet their new key person prior to settle visits starting. Children will have a period of settling in to the new room where they will visit for short periods of time, and then increase to longer sessions, before moving up on the planned date. Children's individual needs, and family circumstances will be taken in to consideration. Children will move up to the next room with other children of similar age and stage, whom they will be familiar with.

Supporting transitions to other settings/schools

If a child were to leave First Steps to move to another nursery setting the key person would find out from the parent where the child will be attending and will ask for consent to share information. The key person will complete a moving on form to detail the child's interests, abilities, routines and any additional information. They will share this with parents and ask them to add their own comments and sign before returning it. The manager will then forward the moving on form along with the most recent assessment and a pdf of the child's online learning journal to their new nursery. If necessary, for example if the child had a SEND then the parents would be invited in for a meeting to discuss the transition and a transition meeting with the new nursery may be held.

When children take their last step with us and move on to big school this is similar to the above. We collect information from parents about which school their child will be attending and the key person will prepare a moving on form in conjunction with parents. The manager will send this along with the last terms worth of the child's learning journal (including observations, next steps and the most recent assessment), to the school. Please read this policy in conjunction with the "Completing a moving on form guide sheet" to ensure it is purposeful. The manager or preschool room leader will also attend a transition event at the local Children and Family Centre where they will have an allocated amount of time to speak to teachers at most schools to share information about the children that will be transitioning. For those schools not in attendance this may be done over the phone or via a nursery visit instead. Teachers will often arrange to come in and meet the children at nursery to get to know them in a familiar environment, we encourage this, however staff should not discuss the children with teachers in the rooms and this visit should be focused on the child beginning to build a relationship with their teacher.