



## Transition Policy

At Kids Play Childcare 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 policy sets out the ways in which we support children going through these transitions.

Wherever possible transitions should be a positive experience. A key part of transition is to ensure children are feeling secure, and comfortable; reducing their anxiety will help them to settle quickly and continue to make progress.

Some examples of transitions that young children and babies may experience are:

- Starting nursery
- Moving between different rooms within the nursery
- Starting school or moving nurseries
- Family breakdowns
- New siblings
- Moving home
- Death of a family member or close friend
- Death of a family pet.

We ensure that our staff have strong attachments with all children and in particular their key children so they are able 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.

There are many ways in which practitioners can support children and their families in making these transitions and to ensure they happen as smoothly as possible.

### Starting nursery

We recognise that starting nursery may be difficult for some children and their families. Each child is individual and will settle differently. We will support all our children and families when starting the nursery by:

- Providing a warm welcome from all staff but in particular the child's key person.
- Ensuring that all staff photos are on display.
- Present an environment, which helps parents and carers from all cultures feel welcome, for example, use photos, signs and a range of languages.
- Choose a quiet area where parents and key persons can speak freely.
- Set time aside to discuss the child and complete the 'all about me' booklet together.
- Arrange regular short settle sessions on the lead up to starting the nursery.
- Use information booklets and displays to relate important information about the setting – its ethos, policies, routines and structure.

- Take the time to explain to the parents the importance of their involvement in their child's education.
- Have information about the Early Years Foundation Stage available.

### **Moving rooms procedure**

When a child is ready to move to a different room in the nursery, we follow the process set out below and work with the parents to ensure this is a seamless process in which the child is fully supported at all stages. This may include a handover meeting between the existing key person, 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
- The child's key person will go with the child on these initial visits to enable a familiar person to be present at all times
- Wherever possible groups of friends will be moved together 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, discussions or diary entries on the Interactive Learning Diary (ILD)
- 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 be discussed between the key person, parent, manager and room leader of the new room to agree how and when this will happen.
- A transition/Room move form will be completed and discussed between the key Persons.

Children will settle more easily if they know what to expect, and if there is some familiarity.

- Wherever possible practitioners will make time to visit each other's rooms to observe. Finding common ground such as routines, language used, behaviour strategies, and activities in the learning environment will help the children settle more easily.
- Planning to make both environments more similar can also help. There may be activities and resources that are familiar to the children such as sand and water, construction bricks - and these could be put out in the early days. Other resources could be loaned or borrowed
- Children will be given the opportunity to visit the room informally.
- When practitioners meet again, after children have moved, it can be helpful to share thoughts on what went well, and any general difficulties that were apparent and may be addressed at some future time.
- Joint activities and shared experiences can be planned for settings that are located nearby or who have children who transfer between them regularly. This might be a shared outing, or picnic in the summer.



### **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 nursery.

- We provide a variety of resources that relate to the school, e.g. 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 invite school representatives into the nursery to introduce them to the children
- We produce a comprehensive report 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.
- We request form the school as to how our children are progressing by asking for a copy of the child's assessment at the end of their Reception year. This enables us to reflect on our practices.

### **Other early year's providers**

Where children are attending other early year's settings or are cared for by a childminder we will work with them to share relevant information about children's development. Where a child is brought to nursery or collected from nursery by a childminder we will ensure that key information is being provided to the child's parent by providing the information directly to the parent via our Interactive Learning Diary (ILD), emails or the telephone.

### **Family breakdowns**

We recognise that when parents separate it can be a difficult situation for all concerned. We will work with our families who are going through these times.

### **Moving home and new siblings**

We recognise that both these 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 and have a separate policy on bereavement which we follow to help us offer support to all concerned should this be required.

If parents feel that their child requires additional support because of any changes in their life, we ask that you speak to the nursery manager and the key person to enable this support to be put into place.