

## TRANSITIONS POLICY

Issue Number	Reason for Issue	Issued by	Date
1	New document	K Cox	21 April 09
2	Updated	CJ Silverlock	25 – 9 -09

### Introduction and Overview

Transitions concerns the changes a child encounters from one place to another, e.g. from home to nursery, changing units 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, Sunshine Day Nursery aims to work in partnership with parents/carers, practitioners from other settings and/or childminders and school staff to share information about the child and what support he or she may need. We offer support and understanding to the period of adjustment required by children and parents/carers as they adapt to change.

### The transition from home to the setting

At Sunshine 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 is able to accommodate the differing needs of individual children. We offer support in the following ways:

- Information sharing, the child's starting point e.g. Celebrating Me books which parents/carers are asked to contribute to and our Childcare Agreement form
- Settling-in sessions and home visits (as outlined in our Settling-in policy and Welcome Pack)
- Information for parents when their child first attends, e.g. Welcome Pack, copies of Policies and Procedures, the role of the key person
- Day care books or day care sheets where information between practitioners and parents/carers can be exchanged
- Family photo books
- Favourite toys/comforters from home
- Special arrangements to support children who speak English as an additional language, or who have learning difficulties e.g. staff using words in the child's home language and obtaining support from outside agencies

- Working with EMAS to provide a translator to work alongside the child one to one supporting them in their home language at the setting.

### **The transition between room bases**

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 parent/carer in the following ways:

- In advance of the transition, the new key person will find opportunities to spend time with the child, e.g. at singing time
- Settling-in sessions arranged with the new unit/room and with both old and new key persons
- Welcome pack to the new unit provided (if appropriate)
- Key people liase with each other and share information, e.g. Celebrating Me books and childrens folders
- Where possible, children will be moved with their peers so they are accompanied by friends
- Parents/carers are shown around the new unit

### **The transition from one provider to another during the working week**

When a child attends more than one setting or childminder we make contact with them and share information to provide the best outcomes for the child. These include:

- We obtain permission from the parent/carer to make contact with the other setting/childminder
- Transitions book that both settings can contribute to which include photographs of the key people and the setting as well as information about the child's learning and development
- Sharing information from Celebrating Me books
- Sharing behaviour strategies and planning ideas

### **The transition from our setting to school**

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 to visit the child at the setting and make direct contact in particular where there are concerns about a child's behaviour or development

- Our practitioners visit the school with the children
- We organise activities which reflect the transition process, e.g. school uniform role play and provide opportunities for children to express their concerns and fears
- We complete transfer documents and give assessments of a child's current progress within the EYFS

### **How parents/carers can support their child**

We understand the importance of parents/carers role in providing stability and continuity throughout the transition process for their child, the following are ideas for offering support:

- Preparing your child for nursery by explaining you will leave them but you will come back and ensure your child is used to being left with other adults sometimes
- Talk to your child about their key people
- Allow time to talk through your child's worries and concerns
- Share information about your child during settling-in sessions
- Be involved in the sharing of information between settings/childminder