



Reviewed on 24/03/21

Transition Policy

We aim to ensure transitions into the nursery, internally from room to room and upon leaving for school are as smooth and enjoyable as possible. Each key worker led by their team leader ensures that every child has a caring and gentle welcome and transition to the next group or onto a new setting or school when the time comes.

All new children who are joining the nursery are welcomed with open arms and a listening ear, ready to learn from the child's parents or main carer all the individual details about them that will make the difference for the child to settle as smoothly as possible and feel safe, secure and loved within our nursery. We meet with the parent on the initial visit and find out the child's starting points as well as important features of their communication, preferences, cues and gestures that will enable us to build strong attachments at the child's pace.

Regular feedback on settle visits and in the first few weeks will ensure that all is done to settle and reassure new children whilst they discover and explore our setting and build relationships and find their place here.

Staff liaise with each other and make sure pegs, labels, paperwork and all other details are in place prior to their move and that parents are introduced to the new staff.

Each child will have a minimum of two visits with their new group, however this will often be a lot more and this is decided on a child by child basis. Visits allow each child the opportunity to meet new staff, explore their new environments and see the children who they will be joining. We try where possible to move children in small groups so that they have familiar peers to make the transition with.

Children will move through the rooms at different ages and stages on an individual basis when they are ready and in consultation with parents. We believe it is important for optimum learning conditions that children in their earliest years are surrounded by more capable peers. Those children become their role models for play and learning, social interactions, resolving conflicts, resilience and inspiration for new ways of doing things, of exploring and making sense of their world.

In some instances, we are unable to move children due to logistical constraints of our conditions of registration, for example the preschool room is full until they leave for school in the summer, which impacts on children who would normally move up in the summer term to that room. In these circumstances we will keep parents informed and make the appropriate adaptations to the activities that we are providing for the children

We aim to ensure that children's transition from nursery to school is as smooth as possible. The nursery and staff hope to aid this through:-

1. Allowing children to experience practices common to their first year at school. (e.g. P.E. club and self-registration.)
2. Setting behaviour boundaries that all the children and staff are aware of.
3. Providing information to parents about what they can expect from the first year of school.
4. Providing activities for the children based on the Early Years Foundation Stage.
5. Providing learning opportunities that can be used as a basis on which to build further knowledge at school.
6. Increase the levels of independence the children have for self care, toileting, dressing and undressing and managing situations without adult intervention.
7. Providing a familiar routine for the children to follow during the day.
8. We organise if possible the school staff to visit the children in the nursery setting so the children feel more secure with familiar adults to support them.
9. Engage and meet with parents providing a workshop to support the transition from nursery to school and involve the children in their preparation for school and what they can expect from the experience. We also provide a practical guide to school full of hints and tips for transition.

Information Sharing

It is essential that as an Early Years Provider we are mindful and confident in our role to share appropriate information with professionals and local agencies in order to ensure effective early help where there may be emerging problems. To this end the school transition reports will be sent to the relevant schools so that they can have a full picture of your child's achievements and support needs aiding the next transition for your child to school.