TRANSITION -

CHILD DEVELOPMENT

POLICY AND PROCEDURES

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TRANSITION – CHILD DEVELOPMENT POLICY AND PROCEDURES

PRINCIPLES

Transition is the change a child encounters moving from one place to another. As the child develops they experience transition from one learning environment or setting to a new one. By the time a child reaches school age they may have experienced several transitions which will have helped them to adapt their thoughts, feelings and behaviour to meet new expectations.

These transitions may have included:

- Transition between rooms.
- Transition from one provider to another during the week.
- Transition from a childcare provider to a school.

Transitions need continuity to provide the child with confidence, thereby feeling secure and making the process exciting.

BABIES AND TODDLERS

- Four dates are arranged for settles consisting of 1 hour/1 ½ hours/2x2 hours. These settles will be arranged to cover most aspects of the child’s day. When the settles are arranged with the parent, a care plan will be sent to them allowing the parent to complete the form in their own time and bring with them on the first settle.
- The first settle will be an hour allowing the parent to sit with the key person and discuss the care plan ensuring the key person understands all the needs the child requires. The next settle will be for an hour and a half. The parent is invited in to the room with the child and stay as long as they wish, if the child is settled and not dependent on the parent, encourage the parent to leave the room and if they wish to sit in the office and view their child on the CCTV.
- The last two settles are two hours usually covering lunchtime the other tea. During the final settles, the parent is advised to stay in the room briefly and then leave to allow the child to familiarise themselves with their key person and the environment. More settles may be needed to be arranged if a parent and key person feel this would be beneficial to the child’s emotional well-being or needs.

HOME TO SETTING – CHILDREN 2- 4 YEARS

- For children aged between 18 months and 4 years a Care Plan is sent to the parent after arranging settles to be completed by the parent, providing all the necessary information for the key person.
- The child and parent(s) are introduced to the key person and a transition book of the room is provided showing how the room works.
- Three settle dates are arranged over a period of 1-2 weeks before the starting date. The time periods are 1 hour/1 ½ hours and 2 hours.
• On the first settle, the parent is invited to stay, allowing them to talk to the key person or senior of the room. They can discuss.
• On the second settle the parent is advised to sit in an area where the child is unaware of their presence. This allows the parent to be easily available if the child becomes distressed. On the last settle it is advisable for the parent to leave the child, and if they feel comfortable the setting to allow the child to familiarise themselves with the key person and environment.
• When starting in the setting, children are invited to bring in photos of people who are close to them and any comforters, especially younger children.

MOVING FROM PLAYROOM TO PLAYROOM

• Care Plans are reviewed and new ones are completed by the parent for the new room, in case of any changes.
• Parents are invited to the new room to meet staff and their key person and also to discuss how the room works.
• The existing key person can then pass the completed transition form to the new key person as well as any necessary information about the child. This can take place in a 10 to 15 minute meeting between the old and new key person.
• Room transition books are available for the child and parents to view.
• Three or four settle dates are arranged between key persons and parents are informed of these dates. More settles can be arranged if the child’s emotional needs are not secure.

MOVING BETWEEN CHILDCARE SETTINGS

• “All About Me” forms are exchanged between providers once every term to compare a child’s learning development. An Early Years Foundation Stage Transfer Record is passed onto the other providers when the child is of school age.

TRANSITION FROM NURSERY TO SCHOOL

• Early Years Foundation Stage Transfer Records are completed on each child going to school and sent to their chosen school.
• Transition books of local schools are provided to use in talking to children about their new school, especially following a visit to the school.
• A child’s future teachers are welcome to our setting to see the child in our environment and to talk about how our room works and chat with the key person.
• Invite a child previously attending our setting, who is at school, to talk to the children about their experience of school life.
• Display photos of children in their new school uniforms and provide and read books about starting school. When the parents are informed of their child’s new school, the parent has the opportunity to add their child’s name and school to a list displayed outside their room allowing others to know who is going to the same school.
We have a connection with Patcham school and we arrange a visit to the school with the children who will be attending there in September giving them the opportunity to explore their new environment without parents.

PREPARING FOR TRANSITION

- Prepare the child in advance for the transition by talking and looking at transition books, introducing them to staff in the room and the key person.
- Ensure all preparation for the child is implemented before the transition e.g. Peg name, name cards, sleep bag.
- Ensure all staff are familiar with any necessary information on the child.
- Being flexible with the working of the room to meet the child’s needs.
- Ensure parents have met the new key person and all staff in the room. They should be told about how the room works.