







Supporting Transitions

Children experience many transitions in their early years, some of these are planned and some unplanned. The team are sensitive to the difficulties children may have whilst going through these transitions. Some examples of transitions that young children and babies may experience:







-  Starting nursery
-  Moving between different rooms within the nursery
-  Starting school or moving nurseries
-  Family breakdowns
-  New siblings
-  Moving home

Team are trained to observe their key children and as such will 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 the team can be aware of the reasons behind any potential changes in the child's character / behaviour.

Supporting transitions in the nursery:

The nursery will support all children in the nursery with any transitions they may be encountering. If the transitions relate to the child starting at the nursery, we will follow our settling in policy. If the transitions are due to occur at the nursery, e.g. room changes, the nursery will fully support the child through the process in the following ways:

Moving room procedure:

-  If the child is due to move room due to the age and stage readiness, we will work with the parent to ensure this is a seamless process in which the child is fully supported at all stages.
-  A letter will go to the parents a month before the planned transition which will detail the new key person and the dates for the move. A copy will go in the child's learning journey.
-  The child's current key person will arrange a meeting for the parents to meet the new key person and have a meeting to discuss the child's needs. During this meeting a transition Learning Story is completed on iConnect to ensure all relevant information about the child is passed on.
-  The current key person will ensure that the child's profile is up to date and hand this over to the new key person.
-  In the month leading up to a transition we will organise 'play dates' where the child is able to explore the new room and meet the team alongside a familiar adult.
-  The week before a planned transition the child will spend time in their new room every day, for a child that only does a few sessions a week this will happen over



two weeks. The child's current key person will go with the child initially and the child's new key person will be there to support the child.

- ✿ Wherever possible, groups of friends will be moved together to enable these friendships to be kept intact and support the children with the peers that they know.
- ✿ Parents will be kept informed of all visits and the outcomes of these sessions e.g. through photographs or discussions.
- ✿ 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, parents, manager, and lead teacher of the new room to enable this to occur.
- ✿ The child's current key person will arrange a meeting for the parents to meet the new key person and have a meeting to discuss the child's needs.

Starting School:

Starting school is a huge transition and the nursery will do all it can to facilitate a smooth move. We have a variety of methods that support this:

- ✿ The nursery will find out which school each child is moving to, shortly after confirmation in late April, early May.
- ✿ The nursery will invite school representatives from the receiving schools into the nursery to meet the children moving to their respective school.
- ✿ The key person will initiate conversations with their key children, who are due to move to school, about the school and discuss what they think may be different and what may be the same. They will talk through any concerns that the child may have and initiate activities or group discussions relating to any issues enabling these to be overcome.
- ✿ Key workers will tailor the curriculum to ensure the children are well supported to be school ready, such as promoting independence.
- ✿ The nursery will ensure a comprehensive Learning Story is written for each child starting school to enable teachers to have a good understanding of each child received. This will include their interests and their level of understanding and development in key areas. This supports the continuity of care and early learning.
- ✿ For children with additional needs a Transition Meeting will be arranged with the primary schools SENCO (See SEND Policy)
- ✿ Children going to reception will be invited to a Graduation ceremony along with their parents.

Family breakdowns and bereavement:

When parents separate or there is a bereavement it is a difficult situation for all concerned. Please refer to the bereavement policy

Moving home and new siblings:

These are normally two events that parents will have advance notice of, and we ask that parents let the nursery know about these events so we can support the child to be ready for this. We will talk to the child and provide activities that may help the



child to act out any worries that they may have, e.g. through role play, stories and discussions. Parents may also consider placing their child into the nursery for additional sessions during these events to provide them with consistency and time away from the changes occurring.

This policy was updated:	Signed on behalf of the nursery:	Date for Review:
August 2024	Julie Coackley Childcare Director	2025