



Christchurch Pre-School Nursery
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TRANSITION PROCEDURE

WHEN JOINING NURSERY FOR FIRST TIME -

Most of our parents contact us via email. We ask for their child's date of birth, then send them the virtual tour for the correct room. Many parents say they have had good reviews for us or we have been recommended to them by a friend. Parents can come and visit with their child for an initial look around if they wish. Lately, many have chosen to put their child's name down after seeing just the virtual tours.

Spaces can be offered depending on the child's age and when they are due to start. Often, parents will put their children's names down a year or more in advance. When a space has been offered we will send out a starter pack to the parent. This includes forms to fill in, such as terms and conditions, registration forms, Tapestry agreements, lunch contracts and an all-important "All About Me" which helps form our baseline assessment for the child. It also includes photos of the room the children will be starting in, to share at home, a Nursery prospectus and information on Data Protection and speech and language.

Taster Sessions – If the children are starting in September in Rainbow Room, or in **November** in Raindrops Room we organise a specific day for them to come and have a taster with those they are starting with. This will be when there are no other children in so they aren't overwhelmed by a noisy, busy Nursery. We do this in late August for Rainbow Room **and in late October for Raindrops Room**. If starting in September in Sunshine Room, children are invited in with their parents for a stay and play session **in the summer term**. All these tasters give a great opportunity for the children to see their new environment and for the parent to meet and chat to the staff and most importantly, their new keyworker.

WHEN MOVING FROM RAINDROPS ROOM TO RAINBOW ROOM –

Children start visiting Rainbow Room from the summer term. They might pop in when the current Rainbow Room children are outside playing so it's quiet and empty. Then they move to joining in some dancing and playing sessions ready for their move in September.

WHEN MOVING FROM RAINBOW ROOM TO SUNSHINE ROOM -

We start agreeing additional sessions for the children moving to Sunshine Room the next September shortly after Easter. Sunshine Room staff will gradually introduce themselves to the children during the first half of summer term and Rainbow Room staff start organising transition notes for the children's new keyworkers.

In one week in the summer term, the children are taken through into Sunshine Room in small groups with their current keyworker. This keeps that comfort of a familiar person as they go into a new room. In the second week, children swap rooms, and Rainbow Room children spend a week getting to know their new room & staff.

This allows staff to chat and observe the children. We allocate new keyworkers based on who we think is a best fit for the child's personality, of course making sure sessions match as much as

possible. Practice shows parents are more unsettled and concerned about the changes to room than the children. Therefore, we keep communication clear, so they know what is going on. We let them know when their child will be playing in Sunshine Room in advance. We also send information letters and photos to the families over the summer holidays, so they can share them at home and prepare the children.

WHEN MOVING FROM NURSERY TO BIG SCHOOL -

All children are invited to visit their new Primary School and spend time in their new Reception classes on various dates organised by the schools.

The local Primary Schools will hopefully also send teachers to Nursery to visit the children in our setting and spend time with them although this was reduced during COVID.

In the past we have also been invited to take the children to the schools to enjoy some outside play and snack times. This also was reduced because of COVID but we continue to ask for this if schools allow.

We also attend the school transition meetings, where they meet the SENCO's / class teachers from the feeder schools to discuss children, including to make an initial plan for those with additional needs.

We also ensure these SENCO's / teachers come to Nursery to observe the children and also meet the parent to get as much support ready at school as they can. We also offer meetings for the parents with our Inclusion Partner to enable the best transition and support for the family as possible.

This policy was reviewed and agreed at a meeting of the Nursery Committee held in August 2026.

Manager

Committee Member