



The Butterfly Rooms (Incorporating Woodlands) LTD

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Registered Charity Number: 1148068 | Ofsted Number: 453859 | Company Number: 7984150 | *Limited by Guarantee*

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Transitions Policy for Children Starting School or Moving Rooms

Policy Statement

At **The Butterfly Rooms**, we recognise that transitions are important milestones in a child's life. Whether children are starting nursery, moving between rooms, transferring to another early years setting, or beginning school, we are committed to ensuring that these changes are positive, well-planned, and supportive experiences.

We understand that every child responds differently to change. Our transition procedures are designed to promote children's emotional wellbeing, confidence, security, and independence while ensuring continuity of learning and development.

We work closely with children, families, staff, schools, and other professionals to ensure all transitions are managed sensitively and effectively in line with the Early Years Foundation Stage (EYFS).

Aims

The Butterfly Rooms aims to:

- Support children through periods of change in a positive and nurturing way.
- Ensure continuity of care, learning and development.
- Promote children's emotional wellbeing and sense of belonging.
- Develop children's confidence, resilience and independence.
- Build strong partnerships with parents, carers and receiving settings.
- Provide additional support for children with SEND or other individual needs.
- Ensure that every child feels safe, secure and valued throughout the transition process.

Types of Transition

This policy applies to:

Starting Nursery

- Children attending The Butterfly Rooms for the first time.
- Children transferring from another childcare provider.

Moving Between Rooms

- Transition from baby room to toddler room.
- Transition from toddler room to preschool room.
- Changes of key person or care arrangements.

Transition to School

- Children moving from preschool to Reception.

- Children attending mainstream, academy, independent or specialist schools.

Other Significant Changes

- Moving house.
- Family changes.
- Bereavement.
- Changes in attendance patterns.
- Transfer to another early years setting.

Key Principles

All transitions at The Butterfly Rooms will be:

Child-Centred

Children's individual needs, interests and developmental stages will be considered.

Gradual

Transitions will take place over time whenever possible to allow children to build familiarity and confidence.

Inclusive

All children will receive appropriate support regardless of ability, language, culture, background or individual needs.

Collaborative

Families, practitioners and other professionals will work together to support successful transitions.

Positive

Staff will promote a positive attitude towards change and celebrate children's achievements and next steps.

Starting at The Butterfly Rooms

Before a child starts nursery, we will:

Gather Information

Parents will be invited to share:

- Medical information.
- Dietary requirements.
- Allergies.
- Home routines.
- Comfort items.
- Cultural requirements.
- Languages spoken at home.
- Any additional needs or support requirements.

Settling-In Sessions

Children will be offered settling sessions tailored to their individual needs.

These sessions may include:

- Parent and child visits together.
- Short introductory sessions.
- Gradually increasing attendance periods.
- Opportunities to meet staff and explore the environment.

We recognise that some children settle quickly while others may require additional support and flexibility.

Key Person Support

Every child will be allocated a Key Person who will:

- Build a secure relationship with the child.
- Act as the main contact for parents.
- Support emotional wellbeing.
- Monitor progress during transition.
- Help children become familiar with routines and expectations.

Moving Between Rooms

Children move through rooms when they are developmentally ready.

Decisions are based upon:

- Age and stage of development.
- Emotional maturity.
- Confidence levels.
- Social readiness.
- Individual needs.
- Available space within the nursery.

Children will never move room solely due to age.

Preparation for Room Transition

Prior to moving rooms:

- Parents will be informed and involved in planning.
- Children will have opportunities to visit the new room.
- Children will spend time with their new practitioners.
- New key persons will be introduced.
- Familiar routines will be explained and explored.
- Staff will observe children's responses to visits.

Information Sharing

Current and receiving practitioners will share:

- Development records.
- Learning journeys.
- Individual interests.
- Care routines.
- SEND support plans.
- Medical information.
- Behaviour support strategies where appropriate.

This ensures continuity of care and learning.

Support After the Move

Following the room transition, staff will:

- Monitor the child's wellbeing closely.
- Maintain communication with parents.
- Provide reassurance when needed.
- Make adjustments if a child requires additional support.

Transition to School

The transition to school is a significant stage in a child's educational journey.

At The Butterfly Rooms, we support children to develop the skills, confidence and independence needed for a successful start to school.

School Readiness

Children are supported to develop:

Personal, Social and Emotional Development

- Confidence and self-esteem.
- Friendships and social skills.
- Emotional regulation.
- Independence and resilience.
- Positive behaviour and cooperation.

Communication and Language

- Listening and attention skills.
- Speaking clearly and confidently.
- Following instructions.
- Participating in conversations.
- Expressing thoughts and feelings.

Physical Development

- Fine motor skills.
- Pencil control.

- Hand strength.
- Self-care skills.
- Independence in toileting and personal hygiene.

Independence Skills

Children will be encouraged to:

- Put on and remove coats independently.
- Use the toilet confidently.
- Wash and dry hands independently.
- Manage lunch items and belongings.
- Follow simple routines.
- Make choices and solve problems.

Working with Schools

The Butterfly Rooms will work with receiving schools to support continuity of learning and wellbeing.

Where possible, this may include:

- Transition meetings.
- Sharing transition reports.
- School visits.
- Teacher visits to nursery.
- Multi-agency meetings.
- SEND transition planning.

Information shared will support schools in meeting children's individual needs from the beginning of Reception.

Transition Reports

Prior to children leaving for school, a transition report may be completed to include:

- Children's strengths and interests.
- Learning and development achievements.
- Characteristics of effective learning.
- Any identified support needs.
- SEND information where relevant.
- Strategies that support the child effectively.

Information will be shared securely and in accordance with data protection requirements.

Supporting Children with SEND

Some children may require enhanced transition arrangements.

The SENDCo will:

- Work closely with families.
- Liaise with receiving schools and professionals.
- Arrange additional visits.
- Attend transition meetings.
- Develop individual transition plans where necessary.
- Support staff in meeting children's needs.

Additional support may include:

- Visual timetables.
- Social stories.
- Transition books.
- Photographs of new environments.
- Individualised transition schedules.
- Additional familiarisation visits.

Partnership with Parents and Carers

Parents and carers are children's first educators and play a vital role in successful transitions.

We will:

- Keep parents informed throughout the process.
- Share transition plans and timescales.
- Encourage parents to discuss upcoming changes positively.
- Provide opportunities for feedback and discussion.
- Listen to concerns and work collaboratively to address them.

Families will be supported throughout the transition journey.

Supporting Emotional Wellbeing

Staff will carefully monitor children's emotional wellbeing during periods of change.

Practitioners will:

- Listen to children's views and feelings.
- Provide reassurance and comfort.
- Maintain familiar routines where possible.
- Use stories, role play and discussions to explore change.
- Celebrate achievements and milestones.
- Offer additional support where needed.

Children will be encouraged to develop confidence and resilience in preparation for future transitions.

Equality and Inclusion

The Butterfly Rooms is committed to promoting equality, diversity and inclusion.

All children will receive appropriate transition support regardless of:

- Disability
- Special Educational Needs
- Race
- Culture
- Religion or belief
- Gender
- Home language
- Family circumstances

Reasonable adjustments will be made to ensure every child can access transition opportunities successfully.

Confidentiality and Information Sharing

Information will only be shared:

- To support children's care, wellbeing and education.
- With appropriate consent where required.
- In accordance with safeguarding responsibilities.
- In line with UK GDPR, Data Protection legislation and nursery policies.

All records will be stored and transferred securely.

Monitoring and Review

The effectiveness of this policy will be monitored through:

- Parent feedback.
- Child observations.
- Staff discussions.
- School feedback.
- SEND reviews.
- Transition evaluations.

This policy will be reviewed annually or sooner if legislation, guidance or nursery procedures change.

This policy was adopted by	The Butterfly Rooms Ltd
On	24 th July 2026
Date to be reviewed	24 th July 2027
Signed on behalf of the Management committee	
Name of signatory	Miss Aimee Thompson