



THE
BUTTERFLY
ROOMS



The Butterfly Rooms (Incorporating Woodlands) LTD

Tank Hill Road | Purfleet | Essex | RM19 1TA

Registered Charity Number: 1148068 | Ofsted Number: 453859 | Company Number: 7984150 |

Limited by Guarantee

Telephone Number: 01708 863 737

Transition Policy and Procedures (Updated for 2025 Standards)

Introduction

Transitions are significant milestones in a child's learning journey. They represent exciting opportunities for growth but can also introduce uncertainty. We believe that effective transitions are a structured, ongoing process rather than a single event. Our approach focuses on emotional support, inclusivity, collaboration, and modern best practices to ensure every child and family experiences a smooth transition.

Supporting Transitions Into the Setting (Gathering Information About the Child)

- Families and guardians receive secure digital registration packs before their child starts, ensuring information is collected in advance. Forms include general child details, medical information, permissions, and emergency contacts.
- If a child transfers from another setting, we collaborate with their previous provider to securely exchange relevant information for a smooth transition.

Providing Information and Support to Families

- A digital Welcome Pack is provided via email, including an interactive guide on what to expect.
- Our open-door communication policy allows guardians to contact us through various channels, including secure messaging platforms and virtual meetings.
- Monthly updates are shared through a digitally accessible newsletter for ongoing engagement.

Supporting Children to Settle

- Children under two years are offered three free 1-hour familiarization visits, customized to meet individual needs.
- Personalized transition activities are developed based on information provided by families, ensuring engagement and comfort.
- Each child is assigned a primary key worker and a buddy key worker based on observed bonding patterns. Families meet the key worker virtually or in person before allocation is finalized.

Managing Transitions Within the Setting (Moving Between Age Groups)

- Children transition from Nursery (0–2 years) to Pre-School (2 years–4 years 11 months) at a developmentally appropriate time.
- The transition process includes multiple visits to the new environment with their key worker, ensuring familiarity and comfort.
- Each child is supported at their own pace, recognizing that some may require extended adjustment periods.

Family Support During Transitions

- Families receive transition guidance before their child moves rooms.
- Guardians meet the new key worker virtually or in person and visit the new space to facilitate a seamless transition.

Information Sharing Between Staff

- Digital child progress records ensure smooth information transfer between key workers.
- Updates include developmental milestones, personalized learning plans, and notes on individual strengths and challenges.

Managing Transitions to School (or Another Provider)(Information Sharing)

- Transition reports are provided to schools via secure digital platforms.
- Schools are invited to observe children within our setting, with virtual alternatives offered when visits are not feasible.
- Families provide written consent before child information is shared with schools, ensuring transparency.

Supporting Children with Additional Needs

- The school SENDCo is invited to conduct digital or in-person observations to facilitate a structured transition.
- Safeguarding concerns are securely transferred to the school's Designated Safeguarding Lead, ensuring continuity of care.
- All Child Protection information follows proper legal protocols for secure transfer.

Helping Children Prepare for School

- On-site school transition visits are arranged in collaboration with Purfleet Primary Academy.
- Guardians provide written consent for their child to participate in these visits.
- Staff ensure road safety measures by accompanying children and carrying emergency supplies.

Building Independence for School Readiness

- Children are supported in developing independence, including:
 - o Practicing personal hygiene routines (handwashing, self-care).
 - o Learning to dress and undress independently (coats, buttons, zippers).
 - o Writing and recognizing their own name following updated DfE guidelines.
 - o Participating in interactive school-related role play (school home corner, classroom images).
 - o Developing social and emotional readiness through mindfulness exercises and self-regulation activities.

Commitment to Inclusion, Well-being, and Sustainability

- Neurodivergent-friendly transition strategies are implemented, ensuring all children receive tailored support.
- Staff receive annual mental health awareness training to facilitate emotionally secure transitions.
- Digital resources and paperless registration promote environmental sustainability.
- Families are encouraged to join virtual Q&A sessions to ensure they feel informed and supported.

This policy was adopted by

The Butterfly Rooms Ltd

On

7th July 2025

Date to be reviewed

7th July 2026

Name of signatory

Miss Aimee Thompson



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