

Transition policy

At Twinkle Toes day Nursery, we recognise that young children manage changes in their lives on a daily basis; some of these are planned transitions and some are unplanned. We are sensitive to the impact of such changes to children and this policy sets out ways in which we support children going through these transitions.

When small changes are supported by responsive, knowledgeable adults, children will gradually discover that the world is a safe and predictable place. As strong and competent learners, this will stand them in good stead when faced with the challenge of experiencing the bigger changes that will inevitably come their way. Young children are faced with several transitional changes before they reach the age of 5.

Some examples of transitions that young children and babies may experience are:

- Starting nursery
- Moving between different rooms within the nursery
- Starting school or moving nurseries
- Family breakdowns
- New siblings
- Moving home
- Death of a family member or close friend
- Death of a family pet.

Children will respond in different ways, some with confidence, others with more apprehension, but so many adjustments are likely to have profound and long lasting effects if the importance of maintaining coherence and continuity is not well understood. Children's confidence will be enhanced when changes happen gradually and when time is prioritised to support these transitions with sensitive planning and preparation.

Staffs are trained to observe their key children and to 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 staff can be aware of the reasons behind any potential changes in the child's behaviour.

Starting nursery

We recognise that starting nursery may be difficult for some children and their families. Practitioners and especially the child's key person are sensitive to this and will work closely with families to meet each child's unique needs. Please see our Settling in Policy for more information.

Transition from home into 'Twinkle Toes Day Nursery'

We value the parent as the child's first educator and would ask that you work with the key person to complete the 'Getting to know you book', which helps us to complete our Early Assessment Review. We would like to invite parent's to supply photographs of their child and their family to display in the nursery or to make an 'All about me' book that will help your child to keep home in mind and show families that we value them in our nursery. After receiving your completed enrolment form, we will email/post relevant documents to which will enable you to support your child in preparing to start their new venture.

We value the parent as the child's first educator and would ask that you work with your child's allocated key person to complete the 'Getting to know you booklet' which will help us to complete our Early Assessment Review. We allocate a key person to each child before your child starts at nursery based on the sessions that you have chosen. The key person welcomes and looks after your child on their first session and throughout the settling in process. If the child displays a stronger attachment to another member of staff then we will look to see if it is possible to transfer them to a new key person. Providing

us with your child's 'Getting to know you book', completed, will help us to plan for your child's development around their interests, likes and dislikes.

A learning journey will be created for your child documenting their progress whilst at nursery (online). We welcome parent's input into your child's learning journey. Daily Transition Children are allocated key workers to help support the child whilst they are at nursery, however there are other practitioners that can care for your children throughout the week.

Transitional Objects:

We as a setting understand the importance of transitional objects, there can be an object that reminds or comforts them in times of separation. When a child leaves the main carer they can become upset and this object compensates this. Taking this object away can cause distress and upset for the child, so we do encourage and support transitional objects at the same time with providing security of a key person for them to feel comfortable within the setting so explore and become engaged in play.

Ideas to help children play but still feel comforted:

1. Children could bring special bags in to put their objects in.
2. They could have a box in the room where they could put their objects so they are still in sight.
3. Reduce the amount of transitional objects and have one 'special' one that is easily transported.

Transition within the setting

When children are ready to move to the next room, discussions with parents and the child will take place and the key person will plan visits. The existing key person and the child's new key person will both spend time with the child in the new learning environment. Photographs, observations, key information and child and parents views will be recorded in the child's learning journey. Learning journeys are passed on, along with the key person's professional notes and progress summaries.

- The new learning environment will be prepared to cater for individual interests and needs to provide security and continuity.
- Where possible, children are linked with more experienced children to show them what to do in the new environment.
- Visits to the previous room are encouraged if these help to bring closure and support the emotional needs of the child as they deal with change.
- Parents are encouraged to add information to their child's learning journey (online), which your child's key person subsequently responds to within the nursery.
- Transition forms are completed by the key person and passed on to the new key person.
- Parents are given a learning story about their child's new key person along with a new room booklet about the room they are moving to.
- We organise displays to help parents understand how young children learn and develop, which helps parents to enhance learning opportunities at home.

The senior management team show that they value smooth transitions by giving time for staff to support children and families and the staff are organised to enable key people to be available at handover times to talk to children and their parents. We continue to support children with additional needs. Professionals who support individual children, such as speech and language therapists are able to do so in the nursery where the child is more settled and confident. We continue to work with parents as equal partners with (Individual Education Plans, IEP's and SEND forms). We endeavour to share as much information as possible with other settings or carers, in the case when a child attends more than one setting. Parents are invited to be involved in this important process in order to achieve the best understanding of the child that we can.

Moving to another setting

Children from the nursery move on to many different settings and schools. If a child is to move to a new setting, the key person will spend time with the child and parent to plan how to support the change. Key information, photos/toys will be shared during transition visits. Parents and children are

encouraged to share learning journeys with the key person in the new setting, so they can see a detailed picture of the child and take into account their interests, needs, learning style when planning the environment and the next steps for learning. A copy of your child's progress will be sent to the new setting in order for them to continue developing your child's interests along with any information regarding additional needs or safeguarding concerns.

Moving from nursery into school

Twinkle Toes aims to maintain good relationships, built on professional respect, with all of our local schools. Staff from the school is invited to visit your child within our nursery during the summer term prior to transition to make the key person in the receiving school aware of the likely emotional needs of the child. Learning Journeys are given to the child and parent/carer and recommended to share with their new teacher in school. All children have a 'Transition Summary' written by your child's key person, identifying any key information about your child with links to the Early Years Foundation Stage. This document also includes a section for the thoughts of the child and parents/carers and can be recorded at this time. A copy of this summary along with any additional information such as Information about a child's additional needs or Safeguarding Issues will be sent on to school. Practitioners also make use of professional forums such as the Early Years Foundation Stage Support Group and SENCO network to pass on professional notes and helpful key information. The nursery invites all parents and carers to a special graduation ceremony for children leaving the setting to start school. This celebrates the achievements of each unique child, bringing closure to time at nursery and support for families as they enter the new life stage.

Other early year's providers

Where children are attending other early year's settings or are cared for by a childminder we will work with them to share relevant information about children's development. Where a child is brought to nursery or collected from nursery by a childminder we will ensure that key information is being provided to the child's parent by providing the information directly to the parent via email or telephone.

Family breakdowns

We recognise that when parents separate it can be a difficult situation for all concerned. We have a separated family's policy that shows how the nursery will act in the best interest of the child.

Moving home and new siblings

We recognise that both these events may have an impact on a child. Normally, parents will have advance notice of these changes and we ask parents to let us know about these events so we can support the child to be prepared. The key person will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. through role-play, stories and discussions.

Bereavement

We recognise that this may be a very difficult time for children and their families and have a separate policy on bereavement which we follow to help us offer support to all concerned should this be required. If parents feel that their child requires additional support because of any changes in their life, we ask that you speak to the nursery manager and the key person to enable this support to be put into place. The Transition Policy will be reviewed annually as part of our self-evaluation process

Policy reviewed by: Sumaya Ahmed (Manager)

Date: 1st January 2023

Next review: January 2024

