

TRANSITION POLICY	
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TRANSITION POLICY

We believe that smooth transitions are important and refer to transitions as movement from one familiar place to another e.g., home to Nursery or Farm Adventurers, from one room to the next or from Nursery or Farm Adventurers to school.

Transition from home to starting Nursery or Farm Adventurers:

- All families starting with us will be offered three-five free hours of free settling in time. This provides both the child and parents and carers to begin building relationship with their key person and other room staff and begin to become familiar with the environment.
- During the first settling in session, an 'All about Me' sheet will be completed with your child's key person which gives you to opportunity share information about your child, their routine, and their interests. This information will help us support their transition into the setting.
- Once your child starts with us it is essential that daily dialogue takes place between ourselves and the child's parent and carers.
- We will feedback to you about your child's day, and you feedback to us about their evening, sleep pattern overnight and anything else that will allow us to support your child throughout the day.

Transition from room to room:

- When your child is due to move up into the next room your child's existing key person will liaise with the room that your child is moving up into and find out who their new key person is going to be.
- The parent and carer will be informed of the move date and the name of the new keyperson.
- Suitable dates and times will be arranged to for your child to visit their new room; the key persons will support these settling in sessions.
- The new key person will also arrange a time with the parent and carer to visit their child's new room and complete a new 'All about Me' sheet as the child's likes, dislikes, routine, and developmental stages may have changed.
- Before the child starts in the next room, the existing and new key person will make time to handover information about the child's interests and development and where appropriate, any health needs; this will be done via a transition sharing sheet.

Transition from Nursery and/or Farm Adventurers to another setting, pre-school or school:

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- If your child is leaving our setting, we will work with other settings to support the transition from our setting to theirs.
- If your child is moving onto school, we encourage teachers to come and visit children in our setting to allow them to start building relationships in an environment in which the child is comfortable and secure.
- For any child leaving our setting, four weeks' notice is required, and a leavers form must be completed.

Supporting the child:

- We want every child in our care to experience and enjoy smooth transitions at every stage.
- Smooth transitions allow children to feel secure and from this feel more confident within their learning environment.
- We will ensure that all approaches to development and learning are harmonised at any point of transition to allow the child to have consistency.
- To support the child, planning and activities will be based upon information gathered from the child's previous key person, the parent and carer and through observations of the child's interests.

Key person's responsibilities:

- It will be the key person's responsibility to ensure smooth transitions take place for each child in their care.
- When a child is due to start in their room it will be the responsibility of the new key person to ensure that suitable dates and times are arranged to allow the child to start familiarising themselves with their new room and new key person.
- It will be the new key person's responsibility to arrange a suitable time with the parent and carer to arrange for them to come into their child's new environment and fill in the 'All about Me' sheet.
- During the first few months of the child starting in their new room the new key person should endeavour to ensure that they are working on the days that the child will be attending allowing a sense of security for the child and their parent and carer as well allowing a positive relationship to form.

Working with other professionals:

- We will work with any professionals involved with the child to ensure they are supported through the transition.

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- If a child starts at our setting and other professionals are already supporting the child, it is of key importance that this information as well as the professionals contact details are passed on to the relevant members of staff. This allows us to support the child and family by offering continuity of care.

As an inclusive setting that strongly believes in working in partnership with all, it is of key importance that parents/carers are actively involved in all transitions that their child makes within our setting in every possible way.