

TRANSITION POLICY	
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TRANSITION POLICY

As a setting we believe that smooth transitions are of key importance. We refer to transitions as movement from one familiar place/setting to another e.g. home to Nursery/Farm Adventurers, from one room to the next, from Nursery to school.

This Policy has been updated in line with current Government Guidance in managing the COVID-19 Pandemic within Early Years Settings (21/05/2020):

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

During these uncertain times and to ensure consistency and continuity for each child internal transitions will not be taking place over the summer period. We aim to continue providing the babies and children in our care with a safe, stimulating and interesting environment whilst working in line with Government guidance and our policies, procedures and risk assessments during the COVID-19 Pandemic.

Transition from home to starting Nursery/Farm Adventurers:

- Due to the COVID-19 Pandemic we are currently unable to offer visits to the setting but can arrange a telephone call with a member of the team who will be caring for your child or send a video of the room so you can have a virtual tour.
- If the setting is believed to be the right environment for you and your child and you take up the offer of a place you will be offered a minimum of two

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or maximum of five hours of free settling in sessions depending on which service you will be accessing prior to your child starting with us; these will be negotiated between you and the room/service leader/your child's prospective key person.

- During the settling in visits there will be a lot of information sharing taking place between you and the room leader/your child's prospective key person; this will include information regarding attachments and the sharing of our policies and procedures. It is of key importance that all relevant information is shared to allow the child's transition to be as smooth and successful as possible e.g. dietary requirements/routines, toileting, sleep times etc.
- You will be asked to fill in an 'all about me' sheet. This is a sheet asking specific details about your child and their likes/dislikes, family set-up and the stage of development that they are at. This information will allow the room staff to ensure that they accommodate your child's routines and needs as best as they can.
- Once your child starts with us it is essential that daily dialogue takes place between the child's carers and that we 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 (Nursery):

- Near to the time 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.

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- The parent/carer will be notified of this and suitable dates and times will be arranged to allow some settling in sessions to be arranged and take place for the child; the key persons will support these settling in sessions.
- The new key person will also arrange a time with the parent/carer to visit their child's new room and also complete a new 'All about Me' sheet as the child's likes/dislikes, routines and developmental stages will have changed.
- Before the child starts in the next room, both the existing and the prospective key person will make time to information share with regards to where your child is in relation to interests and development; this will be done via a transition sharing sheet.

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

- If you have decided that our setting no longer meets your needs or that your child has reached school age, we aim to work with other settings to allow them to support the transition from our setting to the next.
- If your child is moving onto school, due to positive working links with local schools we encourage and support teachers to come and visit children in our setting to allow them to start relationships in an environment in which they are comfortable and secure in. Due to COVID-19 this will not be possible but we will ensure information is shared as required with your child's new setting.
- If your child is leaving our setting for either of the reasons above, then you will be required to give one months' notice and fill in a leavers form.

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Supporting the child:

- Within everything we do 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.
- In order to support the child, planning will be based upon information sharing from the child's previous key person, the parent/carer and the child's interests.

Key person's responsibilities:

- It will be all key person's responsibility to ensure that 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 in liaison with the room leader to ensure that suitable dates and times are arranged to allow the child to start developing a relationship with their new key person i.e. the key person is not on annual leave or on training the days that the child is settling in or starting.
- It will be the key person's responsibility to arrange a suitable time with the parent /carer to arrange for them to come into their child's new environment and also 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

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that the child will be attending allowing a sense of security for the child and their parent/carer as well allowing a positive relationship to form.

Working with other professionals:

- Throughout any transition we will work with any professional that we need to in order to support the child.
- If any child starts at our setting and other professionals are already supporting/working with the child, it is of key importance that this information as well as contact details are passed on to the relevant staff members. This will allow 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.