

Safeguarding and Welfare Requirement: Information and Records and Assessment.

Providers must enable a two-way flow of information between providers



4.2 Transition Policy

Policy statement

We recognise that the well being and learning of children can be enhanced if they have a positive experience of transition. We are committed to supporting children and their families at times of transition and having high regard to meeting their social and emotional needs. This ethos is reflected in our procedures and practices.

Aims

We aim to:

- Promote the continuity of care and education for all children in our setting.
- Help staff understand and prepare to meet the needs of all children in our setting.
- Prepare children for a positive experience of transition.
- Personalise support for individual children, particularly those who are vulnerable and have additional needs.
- Ensure that assessment records of children are used effectively at times of transition.
- Enable parent/carers to be fully informed and involved in the transition process.

Procedures

Children joining our setting

- Parents are encouraged to bring their child for settling visits prior to starting at the setting. These are tailored to the needs of the families.
- We have systems in place to help the child feel welcome such as named coat pegs and being assigned a key person prior to starting.
- Arrivals and departures are times when information can be shared between home and setting.
- The staff are very experienced at settling children. They have several strategies and treat each child individually adapting to their particular needs.
- We support the parent too, reassuring them, and if necessary, we ring them during the day to let them know how their child is getting on.
- We want to be honest with the parents. If their child has been upset, we tell them, reassuring them that it will pass, and the crying will get less/stop.
- We find out as much as we can about the child before they start through discussions with parents

- One of our baseline assessment tools - 'All About Me' - is completed by the families. This is shared with the child's key person.
- After 4-6 weeks of the child joining us, we complete a 'Settling in Summary' which we share with parents and discuss the child's next steps.
- Children are supported at key transition times during the day. When children need to move from one room to another, they are informed of what is happening and why and then helped through the process.
- When children are almost ready to move rooms, parents are informed. Transitions are tailored to suit individual children. Children have time to visit the new room with their key person.
- Some staff in the new room will be familiar to the child already as many staff work within 2 rooms. This is purposely done to aid transition.
- Information is passed from the old key-person to the new key-person and parents/carers are kept informed of the process, taken to the room, and introduced to the key person and other practitioners.
- At this transition time the new key person makes him/herself familiar with the child's Learning Journal, before passing this on to parents which shows the child's progress to date. All necessary paperwork (e.g., transition and two-year progress checks) is passed to the new key person, and another Learning Journey file is started.
- Where possible the children move up to the Pre School room the term after their 3rd birthday. The same transitional procedures are followed, as outlined above.

Children attending another setting

- We obtain permission from parents when children join our setting to share information with other settings and to also pass on information to school when appropriate.
- For a 'shared child' once per term we share as much information as possible about that child. If requested, we complete a summative assessment. If necessary, we would also be in contact verbally to discuss the child with their key person at the other setting.
- We have a regular two-way flow of information with parents and between providers if a child attends more than one setting.

Children moving to school

- We have excellent links with the local schools.
- We attend transition meetings which are also attended by representatives from schools. If meetings are not possible we have telephone conversations with and/or arrange for the relevant teachers to visit the nursery, to find out what information is needed from us and to meet the children. If needed, we complete forms providing all information necessary on each child attending their school and we ensure teachers have the information needed prior to the end of the summer term.
- At meetings/visits we discuss any current issues and moderate our assessment practices.
- These visits allow us to chat to the teachers informally about the children, e.g., who may find the transition difficult, and the strategies we use that may help. The teachers find these visits extremely useful.
- The children attend story time at their school.

- We send out a 'school readiness' newsletter to parents to inform them of what their child should ideally be able to do by the time they enter reception.
- We talk to the children about the move including things they may be excited about and things they may have concerns about.
- The Reception Teachers have our contact details and use them if they need further information.
- Support is offered to children, parents and carers when needed.

Our aim is to ensure that in transition to school children will:

- Understand what is coming ahead of time.
- Have some experience of the new environment and the people within it.
- Know that staff at school will listen to them and respect what they say.
- Understand what is expected of them in school.
- Enjoy the experience of moving to 'big school'.
- Be seen as an individual, with staff getting to know them as quickly as possible.

We recognise that problems arise with transition, and our aim is to reduce these to a minimum as far as possible by recognising the issues such as:

- Children may be unsettled or upset.
- Children may miss our staff team initially.
- Different ratios may mean a reduction in individual attention.
- Behaviour issues may surface, particularly in those children who are confused by the change.
- Progress in learning and development may slow down while children adapt.
- Additional needs of the child may lengthen the settling process.

Implementation of the policy should ensure:

- Attention is given to the needs of every child at the point of transition.
- Equal opportunities for all children.
- Effective management of transition.
- Co-operation between the personnel within different settings.
- Staff development regarding transition.
- Close working with children, parents, and families.
- Effective use of documentation.

Emotional transitions:

We aim to provide the best care and education to all the children in our setting. We recognise and understand that a range of factors can inhibit children's learning and development, and we have strategies in place to ensure we support children through these.

- We understand and recognise that a child’s wellbeing and emotional development can be affected by any change in their life; minor or major; and that their care needs will be adapted accordingly.
- We promote a positive partnership with parents and build a secure bond with the families to make the sharing of sensitive information easier.
- We operate a key person system who is the main contact for the child and family. We operate an ‘open door’ policy in the event a parent/carer does not wish to share confidential/sensitive information with the key person.
- We encourage parents/carers to share any information that may affect a child such as having a baby, separating, or moving to a new house; highlighting that the child’s wellbeing is of paramount importance.
- We reassure parents/carers that this information will be kept confidential and shared only on a need-to-know basis.
- We support both the child and family through difficult emotional transitions or times of change.

This policy was adopted by	Jolly Tots Preschool Nursery	<i>(name of provider)</i>
on	1 st September 2025	<i>(date)</i>
Date to be reviewed	September 2026	<i>(date)</i>
Signed on behalf of the provider		
Name of signatory	Lee Davison	
Role of signatory (e.g., Chair, director, or owner)	Manager	