

TRANSITION POLICY

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CONTENTS

Transition Policy.....	Error! Bookmark not defined.
Background	3
1. Our Guidelines.....	4

BACKGROUND

This policy aims to ensure that our Nursery makes any transition as easy and enjoyable as possible for parents and children.

Children experience many transitions in their early years and nursery team are sensitive to the difficulties children may have whilst going through these transitions.

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

Starting nursery (see Settling In Policy)

Moving between rooms at nursery

Starting school or moving nurseries

Changes in home environment such as family breakdowns, new siblings, moving home, death of a family member or a pet.

Supporting Transitions in the Nursery

The nursery will support all children in the nursery with any transitions they may be encountering. The nursery team will be sensitive to any changes in their key children's behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so the team can be aware of the reasons behind any potential changes in the child's character.

If the transition relates to the child starting at the nursery, we will follow our Settling In Policy. If the transition is due to occur whilst the child is at nursery, e.g., moving rooms or starting school, the nursery will fully support the child through this process.

Our guidelines are as follows:

1. OUR GUIDELINES

Transition between Rooms

Our rooms and the age ranges for these rooms are as follows:

Lilies – 3-12 months

Blossoms – 12-18 months

Poppies – 18-24 months

Buttercups – 24-36 months

Bluebells – 3-4 year olds

Sunflowers – 4-5 year olds

Please note that these are only guidelines – if the team feel it is appropriate to move a child up before or after these recommended ages, the Room Leader will discuss with the Nursery Manager and the parents before any decision is made.

Things we consider when planning room moves

Age – this is the most common way we decide which child is ‘moving up’ next.

Availability – Children can only move to a new room if there is a place available. This means that sometimes a younger child may move before an older child if their registered sessions are available before the sessions of the older child. A child wanting a full-time place will usually have preference over someone requiring part-time only.

Ability – We often have requests from parents to advance a child to the next room. However, ability only gets taken into account if in the view of the team that child’s behaviour is being affected by needing the ‘challenge’ of the next room. Very gifted children are often more than happy in their room. It is unusual that a child’s behaviour will start to become an issue because they need more challenge, but when this happens, we will endeavour to move them up as quickly as possible.

In the instance that a child for whatever reason is delayed in entering its rightful key stage classroom that age appropriate learning will be implemented within the classroom the child remains in at the time.

Friendship Groups – we are asked to keep ‘friends’ together and we will do our best to accommodate this. However, this can often mean the older child waiting for the younger friend rather than the younger friend being accelerated up.

Communicating Room Moves with Parents

The Room Leaders hold a meeting each month to discuss room moves and agree which children will be moving to a new room the following month. After this meeting, Room Leaders will communicate these suggestions with Managers who will make final decisions on all room movements within the Nursery.

Managers will notify parents of any pending room movements (no forward commitments can be made more than a month in advance).

Once a room move is agreed, parents will be taken to visit the new room and introduced to the child's new Key Person. (Please note that transitions may not always be according to age, but also development needs and abilities).

They will also be asked to review their Registration Forms, Permission/Consent Forms and read and sign the 'All About Me' document.

Please note that nursery's computer system will automatically move children on their birthday, however this is not in practice what we do – adjustments to the computer programme will be made after each monthly Room Leader meeting.

Parents will be informed verbally of when their child will move into their new room for their full sessions, considering, when your child feels confident, secure and settled. Please note that although every effort will be made to carry out the transition on the said day, this may change due to staff sickness, but staff will keep you updated.

Children who already attend our Nursery are not always guaranteed a space in their required room, although priority will be given to children and siblings already attending.

Every effort will be made by management to accommodate transitions or requested days, however, as this is not always possible, due to availability of spaces to comply with registration requirements and Ofsted guidelines, parents will be given a minimum of 1 months' notice.

Management will endeavour to inform parents at least 1 month before transition, to either:

- Offer alternative days
- The option of remaining in current room until required days become available

(Depending on development needs / abilities)

- Parents to seek alternative childcare arrangements

Management fully understand that seeking alternative childcare can be very stressful and worrying, but please be aware that every effort will be made to accommodate your child on the required days, but on occasions we may be unsuccessful, and we must comply with our registration requirements regarding spaces.

If parents choose to terminate their child's placement at nursery, please be advised that 1 months' notice in writing or 1 month's payment in lieu is required.

Settling In Visits

Settling in sessions will be arranged for the child to go on visits to their new room to familiarise them with the routine, other children and team members these will increase accordingly, depending on how well they adjust to the new environment and peers.

The nature and personality of the child will dictate how many visits are needed – each child is different.

A new Key Person will be agreed, and the existing Key Person will complete the 'All About Me' document and will share with the new Key Person information relating to the child's individual achievements, needs and requirements. This will happen before any settling in sessions.

Key person will accompany the child on regular visits to their new room to help the child familiarise themselves with the environment, staff team and their peers. (Please see Key Person policy)

When a child goes on a visit, a 'transition pack' containing the following will go with the child;

Coat and bag

Dietary Card

Comforter

Favourite toy/book from room

Starting school

Starting school is a huge transition and the nursery will do all it can to facilitate a smooth move. We have a variety of methods that support this:

The key person will initiate conversations with their key children, who are due to move to school, about the school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues enabling these to be overcome.

There will be a Graduation Ceremony for school leavers to celebrate their time and achievements at our Nursery.

At this ceremony, your child will be presented with a certificate.

The nursery will invite school representatives into the nursery to introduce them to the children.

We will provide each parent/school with an 'School Readiness All About Me' document from the child's Key Person, to enable teachers to have a good understanding of abilities, capabilities, interests and development.

In instances in which your child requires additional Educational Support their One-Plan will be made available to parent and school.

This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning.