



Transitions and Settling In

Statement of Intent:

Transitions and settling in to a new nursery are an important part of a child's life and, therefore, it is vital that every child is supported during times of change. Every child and their parent/carer should be supported to ensure; children feel safe, secure and confident in order to thrive and parents/carers trust and feel confident that all of their child's needs are being met.

Policy aims:

- To consider every child's unique needs and ensure these are central to the planning of transitions and settling in
- To establish good relationships and two-way communication with families to promote continuity of care, development and learning
- To support attachment to the newly identified key person
- To inform the parents/carers about the setting's ethos and procedures
- To ensure key information is shared between parents/carers, practitioners, teachers and other professionals as required

Procedures – Throughout the Nursery:

Sandown Nursery has an allocated Transition Lead Practitioner who alongside the Nursery Manager is responsible for ensuring that the procedures within this Policy are followed from joining Nursery to moving on.

Procedures – Settling in:

- A key person is allocated
- Nursery Manager and key person arrange initial settling visit with family
- During the first settling visit, the key person will work with the family to complete all necessary forms and have opportunities to bond with the child
- Other settling visits are arranged according to the child's and parent/carer needs
- A start date is agreed which ensures the key person is available
- The key person prepares all necessary resources i.e. peg, Learning Journey etc
- Information about new children is shared
- In the absence of a key person a co-key person will be allocated.

Procedures – Transition to school/another setting:

The following are different strategies that can be considered to promote good transition:

- To work throughout the year within Area Hubs to ensure that approaches to transition to school are in line across the local area
- To establish a professional relationship with feeder schools/settings
- To communicate key information with parents/carers
- Visits by receiving practitioners to the child's current setting
- Visits to feeder schools/new setting with practitioner(s) and child(ren)
- Transition books - a book of photos of their new school/setting and practitioners/teachers etc
- Transition meetings – these can take many forms. Key Persons will be available to meet with any reception teachers/practitioners to discuss any specific needs and child's progress
- To support parents/carers with the school admissions process
- To offer appropriate information; preparing for school leaflets, welcome to school booklets, having a board displaying feeder schools, the Reception staff etc
- Completion of summative assessment – a final assessment of learning at the point of transition. This must be passed on to the feeder school/new setting.

Links to:

- EYFS Principle into Practice Card 'Positive relationships' (2007) DCSF
- ESCC - Getting Ready - Transition to School document (2016)
- Statutory framework for the early years foundation stage (2017) DfE
'The safeguarding and welfare requirements' and 'The learning and development requirements'