

Transition Policy

Aim

At ICP Nurseries Limited, transitions are organised around the needs of the individual child. Children should feel safe, stimulated and happy in the setting and feel secure and comfortable with staff. Parents/carers should have confidence in both their child's well-being and their role as active partners with the setting.

Each setting is a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

Transition from the home

We invite parents/carers to supply photographs of their child and family to use in the setting for a family box in babies. These help the child to keep home in mind and show families that we value them in our setting.

Parents/carers are welcome to come and visit our setting at any time.

Within the setting

The transition of rooms within the nursery can be an anxious time for both the child and their parents/carers. Both the current and new Key Person will need to ensure that the move from one room to another is made as smooth as possible, with as little disruption as possible.

It is essential that the Key Person communicates the proposed room movement with the parents/carers before the child receives a settling in session. Parents/carers and the Key Person need to agree that the child is ready for the room change for them to work together for the best interests of the child. The number of settling in sessions may vary between children. It may be appropriate to increase the settling in sessions for some children before agreeing the final move with the parents/carers.

During the transition period the child will need to be given support and reassurance to retain their self-confidence. Where possible, children should not move alone, the transition will normally be smoother if a child moves room with his/her friend.

For this process to be a positive experience the child's Key Person must include the following procedures:

- Speak to the parents/carers and agree that the child is ready to move rooms.
- Issue a letter to the parents/carers with the room and new Key Person's name on and any unique information regarding the new room, for example, the activities and opportunities available, staff names, where the coats or bags are kept, details of meal times if they are different to their previous room, the potential date of the move and any settling in dates. The letter or room information sheet will be devised by the setting, this will make it personal to individual nurseries. This may include photographs of the environment and/or the Key Person deployed in the room. Offer the parents/carers the opportunity to meet with and be introduced to the staff.
- Reassure the parents/carers about the communication they can expect, both verbal and written, throughout the whole process.
- Involve the parents/carers, valuing what they say and offering them the opportunity to stay with their child while they settle in the new room.
- Show the parents/carers the new room their child will be moving to. Introduce them to the new staff and the child's new Key Person.
- Arrange on the staff rota for the child to visit his/her new room with his/her current Key Person on at least two separate occasions, ensuring the new Key Person is also in the room. This will develop the relationship with the new Key Person.
- Where possible, arrangements should be made for children to move rooms with a peer. This will offer the children security and give them a sense of belonging. As older children build confidence in the setting and develop their personal, social and emotional skills they become nurturing to younger peers and demonstrate care and concern for others.
- When the child is moving into the pre-school or pre-prep class a 'friendship buddy' peer needs to be encouraged. The child settling in should spend time with the 'friendship buddy' introducing them to the room, resources and the outdoor environment and take part in small group activities together. This information needs to be shared with the child's parents/carers.
- Ensure the child is invited to spend time in his/her new room during an activity and mealtimes to allow the child to feel comfortable within the new group.

- Ensure the documentation in the **My Memory Book**, for the child, is up to date and communicated with the new Key Person.

No child will transfer permanently to a new room until it is felt that they are comfortable within the new environment and with their new Key Person. Throughout the transition process the Key Person will keep careful notes on the child's responses to the change. This information will then be used to plan for the child's future visits and subsequent transfer to other rooms and settings. Once the child has completed their settling in sessions and has moved into the room, the new Key Person will resume the child's observations.

Attending more than one setting

Individual children may move between several different settings during a day, a week or a month, for example, they may attend the nursery and a childminder or another nursery provision. Effective communication between the settings is key to ensuring the individual child's needs are met and there is continuity in the learning.

- The Key Person should regularly share the child's development and learning records and any other relevant information with the child's additional setting.
- Write or telephone the second setting provider to arrange a meeting, speak to a Childcare Manager if unsure. The letter must be personalised to the setting.
- Actively work together with the other setting to share any information, ensuring the individual interests and needs of the child are met.

Throughout the links with the child's second setting, the parents/carers need to be informed of any meeting and information shared.

Moving on to School or another Childcare Provider

Transition between the current setting and the school or another setting should be a process not an event. Parents/carers will be anxious for the transition to be as pain free an experience as possible for both their child and themselves. The process should be planned for and discussed with the child and parents/carers throughout the whole process.

For the progression to be an exciting experience for both the child and parents/carers, the Key Person should follow key procedures below:

- Speak to the child's parents/carers to find out as early as possible which school/nursery each child will attend.
- Liaise with the new settings prior to the child transferring.
- Invite the child's new teacher and carers to visit the children in the current setting.
- Read books to the child about going to school/nursery.
- Where appropriate, encourage parents/carers to plan a walk/drive past their school to help the child to visualise where their school is.
- Plan activities that will prepare them for their new experience, for example, role playing the teacher with the register.
- Discuss with the child how they are feeling and their teacher's name.
- Ensure the child's **My Memory Book** is up to date.
- To further support a child's transition to school, invite parents/carers to provide an empty lunch box for meal times. This will help the child if they are planning to take a packed lunch to school. The cook on site will provide the food for the box, due to a possibility of allergies at the nursery and to ensure that a healthy, balanced meal is provided.

Whichever type of transition the child and parents/carers are experiencing it is paramount to communicate as much as possible. The parents/carers need to feel reassured that no matter what concern they may have they can raise it with either the Key Person or the Nursery Manager.

If all the above points are carried out effectively the transition for the child will be a smooth progression on to their next stage of development.

Return to the setting from unexpected/extended leave

There may be occasions during the child's time at nursery where they may take an extended leave of absence. These instances could be a result of, but are not limited to:

- extended holiday/returning to a home country

- a family bereavement – including pets
- separation of parents/carers

Any scenario where a child has been out of the setting for a considerable period can be daunting for them when they return.

It is important that the Key Person or Nursery Manager are in contact with the parents/carers prior to the child's return to ensure that their Key Person will be available to welcome them back to the setting. The Key Person will know who the child's friends are and should, where possible, arrange for the child to return on a day when their friends are usually present.

The Key Person MUST greet the child as they enter the nursery before they return to the room. The child will feel more relaxed with their Key Person on hand before entering a room full of children and other adults, some of whom could be unfamiliar due to any staffing changes and new children to the room.

In situations where the child has been absent due to a bereavement or parental separation it is important that the Key Person and other staff are sensitive to the child's feelings and possible emotional changes. The child may need extra support from their peers or Key Person at certain times of the day. The Key Person should maintain good communication with the parents/carers (dependent on the situation) to ensure that there is a solid understanding of how the child is coping with the transition and how adaptations can be made to make it simpler and less stressful for the child/parents/carers.