



At Stretton Lodge Day Nursery & Pre-school we recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these transitions.

Covid-19 amendment

As we do not currently allow mixing of bubbles, transitions will take place at set times i.e. at the beginning of a new term. This will allow for groups of children to transition together. Rather than children visiting different rooms for short periods, children that are moving rooms will have a familiar member of staff with from their existing group move rooms with them for an initial period to allow them to settle into their new environment.

We will still provide settling in sessions for children but ask parents to be mindful of social distancing and minimise time spent in room or in contact with other children.

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

- Starting nursery
- Moving between different rooms within the nursery
- Starting school or moving nurseries
- Family breakdowns
- New siblings
- Moving home
- Death of a family member or close friend
- Death of a family pet.

Staff are skilled at observing their key children and are sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's behaviour.



Starting nursery

We recognise that starting nursery may be difficult for some children and their families. We offer free settling in sessions to support the child and their family.

Moving rooms: procedure

Children usually move to from Day Nursery to Nursery when they are around 20 - 24 months and from Nursery to Pre-School at around 36 months. We follow the process set out below and work with the parents to ensure this is a seamless process in which the child is fully supported at all stages.

- A few weeks before a child is 20 - 24 months or 36 months a discussion between parents / carers and a child's key person will take place. This will provide an opportunity to outline the transition procedure and for any questions or concerns to be addressed. Parents / carers will also be able to arrange to be shown around the nursery or pre-school rooms.
- Nursery / pre-school staff will be informed that the child will be starting their settling in sessions.
- The child will begin to spend short sessions in Nursery / Pre-School prior to the permanent move to enable them to feel comfortable in their new surroundings.
- Where possible the child's key person will go with the child on these initial visits to enable a familiar person to be present.
- The room leader will assign a new key person taking into account days of attendance for both child and practitioner and any relationships formed during the initial settling in sessions.
- Parents will be kept informed of visits and the outcomes of these sessions e.g. through photographs, discussions or entries on Tapestry.
- Only when the child has settled in through these taster sessions will the permanent room move take place. If a child requires more support this will be discussed between the key person, parents / carers and room leader of the new room to agree how and when this will happen.



The key person will provide the new room leader with the following before any transition visits take place:

- Transition to new room summary email, which details likes/dislikes, favourite songs/stories, self-help skills (feeding/toileting/dressing), communication skills, medical needs, details of any outside agencies involved, SEND or if there is a targeted plan in place.
- Development summary on Tapestry.

This process will be repeated when a child moves from nursery to pre-school when a child is 3 years old.

Starting school or moving childcare providers

Starting school is an important transition and some children may feel anxious or distressed. We will do all we can to facilitate a smooth move and minimise any potential stresses. This following process relates to children going to school. However wherever possible, we will adapt this process to support children moving to another childcare provider e.g. childminder or another nursery.

Since our children can attend various schools in the area the early years lead practitioner will send a letter home to parents at the start of the summer term when they have been informed of the school they will be attending. This includes name of school, contact name and telephone number.

- In order to support children's transition to school we support them to become independent, confident and enthusiastic about learning in all its forms. In particular we consider the Characteristics of Effective Learning and Leuven Scales for Well-being and Involvement as these are very effective predictors of how 'ready' children are for school.
- We are happy to welcome school representatives into the nursery to introduce them to the children



- We usually find that schools will arrange transition days and we ask that parents keep us informed of these.
- We provide parents with a copy of their child's learning journey to pass on to their new school.
- The nursery SENCO will contact schools where children with EHC plan is in place or SEN has been identified.

If parents feel that their child requires additional support because of any changes in their life, we ask that they speak to the nursery manager and the key person to enable this support to be put into place.