



**EYFS: The Safeguarding and Welfare Requirements
3.1, 3.68 & 3.72**

Information and Records

3j.3 Transitions

Policy Statement

- At Auden Place Community Nursery we want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.
- We aim to make the setting 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.

Procedures

Before Joining Auden Place Community Nursery

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information i.e. our prospectus and policies, the chance to speak with current parents and home visits.
- Each child is allocated a key person (see policy 3d.1 - The Role of the Key Person policy for more information)

The Settling in Process

- We understand the need for the child to gradually settle into nursery life, so at Auden Place Community Nursery, we have a settling in procedure, which we have found successful in the past, but is sometimes adjusted to suit the needs of the individual family.
- We offer the parent a home visit, before their first day. This is when the child's keyperson and a manager visit the family home, and complete the relevant paperwork. The purpose behind this is so that the formality of form filling can be done in the comfort of ones home, and that the child can spend time with their new key-person in an environment that feel secure in.
- We then offer a two week settling in process before the official start date.
 - The first week of this settling process is when the parent spends time in the nursery with the child, getting to know the staff team, in particular the key-person, and the routine. As the child is not counted in our ratios this week, there is no charge.
 - The second week is when the parent leaves the child, over graduating sessions, starting with just 1 hour on the Monday, building up to their full session by the Friday. Part time children may only be able to do this on their booked sessions, if the other sessions are fully booked. This week will be charged accordingly.
- Some children take longer than others, and the nursery will work in partnership with parents to make the transition from home to nursery as smooth as possible.



- During the settling in process, the key-person will try to ensure that they are available for the child at the key-points of the day e.g. handover from parent, mealtimes, nappy changes, putting to sleep, first outing etc.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- It is advisable for parents to make themselves available for the settling week. We do our best to familiarise the child with the nursery and vice versa, but will not enforce a child to experience trauma. If we feel it is best that the child has a slower settling period, than parents need to be accepting and prepared for that.
- After 4 weeks of the child being at nursery, the key person will ask the parent for a 4 week meeting. This meeting consists of discussing how the settling period has gone, identifying behaviour and play types and a summative assessment of the child against the Development Matters section of the EYFS, in order to plan for further development.
- ***The programme can change with the child's needs. Some children take longer, while others take no settling at all.***

Transition from Room to Room

- We also understand the important impact that the move from room to room, therefore we have a programme to aid this transition, although as we are aware of each child's individuality, so this programme is a guideline only.
- We also recognise that the transition can sometimes be as difficult, if not more so for the parent than the child.
- The programme is as follows:
 - Room seniors discuss weekly what children may be transitioning imminently in order to prepare and plan for transitions
 - About two weeks before, parent and child will be introduced to their new key person who will show them both around their new room, explaining the new routine and the different areas. We encourage the parent to meet with both the old and new key person in a formal handover meeting to go through the child's needs, stage and portfolio etc.
 - For about one week, if possible, the new key person will spend time in their current room for short sessions and spend time with the child.
 - The next week will see the child spending time in their new room with their present key person to get them accustomed to the new environment.
 - The time spent in their new room will gradually get longer and the present key person will spent less time, giving the new key-person time to develop the relationship.
 - A new peg and tray are created in the new room for the child, so that they feel welcome in both rooms. When the child is confident to remain in their new Room, the previous coat peg and pigeon hole will be transferred or removed.



- For the first few weeks, until the child is settled into their new room, and is confident in accessing resources, the new key person will work closely with the child to build on their relationship.
 - If needed, children can spend time back in their old room although, we do feel that strong support in their new environment may be more beneficial.
 - Children receive a summative assessment as part of their transition to see development from when they first joined the room. They will receive another after 6 weeks of settling in to the new room too.
- ***As stated earlier, the programme can change with the child's needs. Some children take longer, while others take no settling at all.***

Transition from Nursery to School or New Setting

- At Auden Place Community Nursery we are very aware of the impact moving onto school can have on children. For this reason it is important to create an appropriate degree of continuity between the nursery and the school experiences and develop a system that reduces stress for children. An effective transition will involve preparation of child, understanding how each child's transition to school is unique.
- We also consider the needs of the parents in this process and the key person and manager will be there to support them, and try to answer any questions they may have.
- We also have to recognise that each new setting may have their own policy of transition that may not work in conjunction with ours, which we may have to adjust accordingly.
- Our programme includes
 - Finding out from the parents, the name of the new setting, and of possible a named contact.
 - We encourage parents to pass on our information to the new setting
 - If we have a number and/or named contact, we will initiate the first contact.
 - We offer the new setting to visit the child at Auden Place so that they can see the child in their familiar and comfortable environment.
 - We will also request that we can visit the new setting. During this initial visit, we will allow the new carer to view the child's portfolio and discuss their progress, needs, likes etc. with their current key person. We hope that this visit will give the child the opportunity to visit their new setting with the support of a familiar and close person, therefore instilling confidence in the new environment. During this visit, we aim for the child to quell some of their uncertainties e.g. the meeting of new friends, what activities will take place, where the bathroom is etc. and also take some photos to bring back to nursery to show their friends. If possible, we will try to visit the new setting at least once more with the child after the initial visit.
 - If no visits are able to take place, then we aim to have telephone contact with the new setting so that we can pass on any information that we feel would help with a smooth transition.
 - We create a final summative assessment of the child before they leave and forward it to their new school or setting.

A successful transition programme



To assess if the programme has been successful in helping all those involved we look for the following signs:

- the child will like school and look forward to going to school
- the child will show interest and development in academic skills
- parents will become actively involved in their child's education
- new teachers, current staff and the family will value and respect each other and their input
- the new environment, classroom, playground etc. will promote positive feelings for the teacher, children and parents
- parents are fully informed about the new school, and new teachers have relevant information about the child's development and previous experiences in all areas of learning.
- ***Again, the programme can change with the child's needs. Some children take longer, while others take no settling at all.***

Other Transitions we need to consider and prepare for

- A new baby brother or sister
- Moving to a new house
- Parents splitting and/or divorcing
- New step parents and step siblings
- Death of a family member
- Death of a family pet
- Close relatives moving away

This list is not exhaustive, and if one of these or any other transition that may occur in the life of a child in our setting, we would work closely with the child and parents, and look for support from books, internet, Camden Early Years Advisory Teachers, Camden EYIT etc.