



## Transitions

June 2020

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A high quality Early Years provision provides a firm foundation on which to build future academic, social and emotional success. Key to this is ensuring continuity between all settings and that children's social, emotional and educational needs are addressed appropriately. Transition should be seen as a process, not an event, and should be planned for and discussed with children and parents.

At YMCA Childcare transition is a priority. The staff work to ensure a smooth transition for children and their parents into the setting. We also aim to work closely with the children's next setting as they continue on through their learning journey into school.

### Transition into the setting

- At our setting all the children are allocated a Key Person and a co-key person.
- The Childcare Manager, or Room Leader, and the child's key person carry out a home visit to meet the child and their family. It is an ideal opportunity to allow staff, children and families to get to know each other.
- At the home visit parents are provided with a copy of the prospectus, All about me booklet and registration forms. The staff share the information contained in these documents with the parents and are willing to help parents to fill in the information required.
- At the home visit a 'Where next' page is filled in together with the parents and child to help build a picture the child's current stage of development
- Photographs of children and activities at the setting are taken to the home visit to share with the parents and children. These provide opportunities to talk about the experiences we offer at the setting.
- Following the home visit, the child and their family are offered the opportunity to visit the setting at a time that is convenient for the family and the setting, to ensure they can see it working.
- We stagger the entry of the children's first day into the setting to allow the staff to provide extra support for individual children.

### Continued Transition

- Staff offer a welcoming atmosphere to parents, carers and children at the beginning and end of the session.
- A Key Person has responsibility for a particular group of children. The role of the Key Person is to greet the child on arrival and help them separate from their parent or carer, plan to spend some time with them every day and observe, support, interact with and extend their play as appropriate.





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- Individual children require differing amounts of time and support to settle into the setting. We offer a flexible approach to transition. Parents are encouraged to stay and settle their child into the session. This can include leaving their child for short periods of time until the child is ready to attend the whole session independently.
- We offer a relaxed start to the session. This allows the child and their parents to take their time separating and to choose what the child is ready to engage in.
- Parents are asked to provide photographs of family members, other significant people, animals and places to be used as a talking point to link home and the setting.
- Parents are encouraged to contribute to their child's Learning Journey. This provides staff with valuable information about the child's interests and development from the home environment.
- For some children who are finding it difficult to settle in, a visual timetable is shared with the child to help them to understand the routine of the session.
- Responsive planning enables staff to use children's interests to support transition.
- Continuous provision limits the number of interruptions to children's play for adult-led tasks. This enables children to practice skills and ideas, and move on from an activity when they are ready to do so.
- Time is given for children to prepare for a change in activity during the session. Children are given a "5 more minutes" cue before tidy up time and are also given a cue when snack is about to finish.
- A "hello" song is used at the beginning of Social Interaction Groups.
- A "Goodbye" song is regularly used at the end of the session.
- The children eat lunch at small tables in groups in the room they are familiar with and with adults that work in the room.
- Staff provide a supportive learning environment that enables children to make choices and try things out.

### **Transition from our childcare provision to other settings**

- Contact is made between settings to arrange a visit to the childcare provision. This is an opportunity for the receiving setting to talk with the child and key person in a familiar environment.
- When invited, staff accompany children on a visit to the school setting. This is an opportunity for the children and school staff to get to know each other.
- Opportunities for role play are used at times of transition, including using a school bag containing uniforms, book bag, lunch boxes to dress up in.





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- The Learning Journeys are distributed to the relevant settings before the end of term, or where possible prior to the child attending the next setting.
- To ensure a smooth transition for children with Special Educational Needs our setting Special Educational Needs Co-ordinator will arrange a visit with the child to the new setting, and invite the new setting to our setting. When appropriate a “bridging” person from the setting will accompany the child to the new setting for a period time.

### **Other early years providers**

Where children are attending other early years settings or are cared for by a childminder we will work with them to share relevant information about children’s development. Where a child is brought to nursery or collected from nursery by a childminder we will ensure that key information is being provided to the child’s parent by providing the information directly to the parent via email or telephone.

<b>This policy was adopted on:</b>	<b>Signed on behalf of YMCA Childcare</b>	<b>Date for review:</b>
29.06.2020	A.Spence	28.06.2021

