



Tickton Pre-school and Play Pals, Transitions Policy

Working in conjunction with the Early Years Foundation Stage Statutory Framework (EYFS).

Quality and Consistency.

A Secure Foundation.

Partnership Working.

Equality of Opportunity.

Unique Child

Positive Partnerships

Enabling Environment

Learning and Developing

By the time children reach school age many children will already have experienced several transition periods, including:

- The transition from home to the setting.
- The transition between room bases.
- The transition from Tickton Pre-school to school.
- The transition from one provider to Tickton Pre-school and/or Play Pals.
- The transition from Tickton Pre-school/Play Pals to another provider.

'Transition periods are times which can be stressful for children, parents and practitioners alike. By considering and planning for the following factors it is possible to make the move from one situation to another a positive experience for all concerned, full of excitement and anticipation rather than uncertainty and anxiety.'

Parent Partnership

Key to the success of times of transition is effective consultation with all the stakeholders, especially parents and carers. Periods of change can be made less daunting if parents' views are respected and they feel that they have some say over what happens in new situations. Parents must feel valued and secure in the knowledge that their individual child's needs are being catered for. Staff at Tickton Pre-school/Play Pals must work hard to achieve this.

Parents and carers are warmly welcomed to visit Tickton Pre-school and Play Pals by prior arrangement with or without their children. If contemplating a place, a taster day or shorter session depending on the age of the child may be suggested by the EYFS team.

Working in partnership with other settings Equally importantly to successful transitions from one setting to another, is dependent on practitioners consulting with one another, respecting and building on the information provided by colleagues.

Consulting with children - Consulting with children about what makes transitions easier and more enjoyable for them will help to determine how Tickton pre-school and Play Pals staff will plan to meet the transitional needs of individual children. Providing time for staff to observe children in their previous setting will give the 'receiving' practitioners the opportunity to note children's individual interests and areas in which they may need support.

Providing information – Information surrounding transition must be presented in a way that is useful to parents and practitioners alike. It is essential that information is easily understood, jargon free and produced in a range of languages as appropriate. Opportunities should be provided for parents to meet with staff if there is anything they do not understand or which they may not agree with. Tickton Pre-school and Play Pals must prioritize giving staff time to talk to parents each day to minimize concerns about change. Some parents prefer to speak directly to staff at the beginning or end of the day; others may prefer written information which they can take home to read.

Continuity - Continuity for children and their families is crucial in making successful transitions. Tickton Pre-school and Play Pals must invest time in planning for continuity. The setting will benefit from having secure, happy children and relaxed and interested parents. Staff will feel confident that they are able to cope with the social, emotional and educational needs of the children in their care. Well established routines within Tickton Pre-school and Play Pals provides a framework for continuity, an element of predictability in daily routines provides security for children and gives them a feeling of self-confidence in 'knowing what will happen next'.

A Flexible Framework - Tickton Pre-school and Play Pals settling in procedures are flexible, allowing the time which is necessary for individual children and their parents to be comfortable with the change in their lives. For many children reminders of home are crucially important. Tickton Pre-school and Play Pals includes opportunities for children to talk about their family members during the day.

The key person – The key person working alongside the manager ensures that parents are able to talk to a specific member of staff, ensuring that their child is being cared for appropriately. This is particularly important at times of transition.

We offer home visits, which will give parents/carers the opportunity to meet their key person and discuss the needs of their child. This also enables the key person to see the child in their own environment. Home visits will provide the child with a familiar face whilst they are settling into setting life. (SEE HOME VISITS POLICY).

'All About Me' - We ask children with parents and carers to complete an 'All About Me' leaflet to help us ensure a confident entry into the EYFS. The team at Tickton Pre-school and Play Pals work hard to make the transition from home or another setting as reassuring and comfortable for your child as possible.

On application, children entering Tickton Pre-school/Play Pals will be offered a home visit from the child's key person or the nursery managers (Helen Turner &/or Sharon Haysom). If your child is already attending another EYFS setting, we will offer to visit that setting and ask for your permission to share information with the other setting if your child will continue to attend two settings on different days. If you decide to move your child from Tickton pre-school/Play Pals into another early years setting, reception or a year one class, we will offer to liaise with the receiving setting, inviting them to visit your child at Tickton Pre-school/Play Pals and to share information with them, all subject to parental permission.

Allowing time for children to discover the learning environment and routines - Children and parent/carers are invited to spend some time in the Pre-school /Play Pals learning environment before attending full or part time, the amount of time needed will depend upon the individual needs of the child and family, this is to help support the children in the transition and provides the opportunity for children and families to get to know practitioners and ask questions.

- Approaches to teaching and learning should be co-ordinated to ensure effective transition.
- Styles of teaching and learning should meet the needs of the children.
- Assessment data should be shared and used for planning.
- There should be a professional regard for the information from previous settings/childminders.
- Transition should motivate and challenge children.
- Transition should ensure that children feel secure and safe in their new environment
- Staff allocation gives particular attention to the particular needs of the children.

Staff must work hard to work in partnership with all children's care providers and additional agencies as required

Setting transition records must be completed for all transitions, including setting SEND transition records as required.

The Transition of Tickton Pre-school EYFS profiles:

- EYFS profiles will be passed onto the child's primary school in the half term before the child is due to attend the school/setting (or as appropriate) - (this includes all SEND information and safeguarding information/appropriate records).
- As a setting we will maintain excellent working partnerships with our feeder schools/settings, supporting our children to visit these schools/setting and allowing teachers/practitioners the opportunity to visit children within our setting.
- We will complete comprehensive transition meetings with feeder schools and settings.
- If a child moves to a different early year's provider out of the local county the child's EYFS profile must be passed on to the parents or sent to the new setting via post.
- If a child leaves early years provision their EYFS profile must be passed onto their parent/carers.