



## Transition Policy

At Little Stars  recognise that young children manage changes in their lives daily; some of these are planned transitions and some are unplanned. We are sensitive to the impact of such changes on children.

When slight changes are supported by responsive, knowledgeable adults, children will gradually discover that the world is a safe and predictable place. As strong and competent learners, this will stand them in good stead when faced with the challenge of experiencing the bigger changes that will inevitably come their way.

Younger children are faced with several transitional changes before they reach the age of 5. 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.

Children respond in different ways, some with confidence, others with more apprehension, but so many adjustments are likely to have profound and long-lasting effects if the importance of maintaining coherence and continuity is not well understood. Children's confidence will be enhanced when changes happen gradually and when time is prioritised to support these transitions with sensitive planning and preparation. Staff are trained to observe the children and to be 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 know that starting nursery may be difficult for some children and their families. Practitioners and especially the child's key person are sensitive to this and will work closely with families to meet each child's unique  needs. Within the assessment process we will guide parents through and support them  to offer a Welcome Pack, with all our terms and conditions along with pictures of the staffing team and a picture of the child's key person, to help the child recognise faces before they start.

### Transition from home into Little Stars

We value parents as the child's first educator and would ask that you collaborate with the staff team to complete our Early Assessment Review.

We allocate a key person to each child before your child starts at nursery based on the sessions that you have allocated. The key person welcomes and looks after your child on their first session and throughout the settling in process.

If the child displays a stronger attachment to another member of staff, then we will look to see if it is possible to transfer them to a new key person.

We conduct 'stay and play' visits during the child's first session to help us determine the necessary support they might need.

Within the first term of being at the nursery, you will be invited to a "parent consultation" where you are free to come along and ask any questions you may have about the nursery. A learning journey will be created for your child documenting their progress whilst at nursery. We welcome parent's input into your child's learning journey.

### Daily Transition

Children are allocated key person to help support the child whilst they are at nursery, however there are other practitioners that can care for their children throughout the week. We provide opportunities for key learning and care information to be passed on between settings and carers providing continuity. Toys, artefacts and photos (called Transitional Objects) can be used to help settling in the morning. To help separated from parent/carer.

### Transitional Objects

We as a setting understand the importance of transitional objects, they can be an object which reminds or comforts them in times of separation. When a child leaves the main carer, they can become upset, and this object compensates for this. Taking this object away can cause distress and upset for the child, so we do encourage and support transitional objects at the same time with providing security of a key person for them to feel comfortable within the setting so explore and become engaged in play.

### Transition within the setting

When it is time to move to the next activity practitioners will introduce and use traffic light cards to signal an activity has finished. This is done using an amber card – the activity is nearly finished or is going to finish and red card – the activity is finished. This might also be backed up with an object of reference.

The senior management team show that they value smooth transitions by giving time for staff to support children and families and the staff are organised to enable key people to be available at handover times to talk to children and their parents.

### We continue to support children with additional needs

As we are a SEN provision it is very common for Professionals who support the children, such as speech and language therapists, SEND Early Years, OT's do so in the nursery where the child is more settled and confident.

We continue to work with parents as equal partners (Individual Education Plans- IEP's, Trackers, Setting Base Support Plans and SEND forms).

We endeavor to share as much information as possible with other settings or carers, in the case when a child attends more than one setting. Parents are invited to be involved in this important process in order to achieve the best understanding of the child that we can.

Senior management will provide staff with any additional support they need to enhance their work environment.

### **Moving to another setting**

If a child moves to a new setting, the key person will spend time with the child and parent to plan how to support the change.

Books and grab bags can be used to pass on key information and share photos/toys during transition visits.

Parents and children are encouraged to share learning journeys with the key person in the new setting, so they can see a detailed picture of the child and take into account their interests, needs, learning style when planning the environment and the next steps for learning.

A copy of your child's progress will be sent to the new setting in order for them to continue developing your child's interests along with any information regarding additional needs or safeguarding concerns.

### **Other early year providers**

Where children are attending other early year's 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 family, email or telephone.

### **Moving from nursery to school.**

Little Stars  is to maintain good relationships, built on professional respect, with all of our local feeder schools and SEN school. Staff from the feeder school are invited to visit your child within our nursery during the summer term prior to transition to make the receiving school aware of the likely emotional needs of the child. Along with any interventions and support that may be in place to help support the child.

Learning Journeys are given to the child and parent/carer and recommended to share with their new teacher in school.

Practitioners make use of professional forums such as the Early Years Foundation Stage Support Group, Early Years Hub and SENCO network to pass on professional notes and helpful key information. The nursery invites all parents and carers to a special graduation ceremony for children leaving the setting to start school. This celebrates the

achievements of each unique child, bringing closure to time at nursery and support for families as they enter the new life stage.

#### **Moving home and new siblings**

We recognise that both these events may have an impact on a child. Normally, parents will have advance notice of these changes, and we ask parents to let us know about these events so we can support the child to be prepared. Staff will spend time with the child and provide activities that may help the child understand by acting through role play, stories and discussions.

#### **Bereavement**

We recognise that this may be a very difficult time for children and their families and have a separate policy on bereavement which we follow to help us offer support to all concerned should this be required.

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

This policy was adopted by: Michelle Hulse	Date: 17/10/2024
To be reviewed: October 2025	Signed: 