

## Brambles Childcare Centre Transition Policy

### The Meaning of Transition

There are a number of transitions that children will encounter within their early years. Change and transitions can unsettle and upset children when in unfamiliar surroundings, introduced to new practitioners or routines. As children develop from birth throughout childhood they move, or transition, from one learning environment or setting to a new one. They also thrive on routine so any change is going to have an effect; therefore, it is important for all involved in the process of change or transition to demonstrate an understanding of the importance of a good 'transition strategy'. This will enable them to adapt their thoughts, feelings and behaviors' to meet new expectations. By the time a child reaches school age they may have already experienced several transition periods including:

- ❖ The transition from home to the setting
- ❖ Transitions within areas of day care provision
- ❖ The transition from one provider to another during the working week
- ❖ The transition from a childcare provider to a school

### Positive Relationships

At Brambles Childcare Centre we recognise that children learn best when they are safe, secure and when they have positive relationships with the adults caring for them as well as their key person. (See key person policy) We aim to develop caring, respectful, professional relationships with the children and their families. This helps them to be strong and independent.

Brambles ethos is to provide a supporting role in regards to all children's transitions and settling in periods and work strongly alongside parent/carers in laying a secure foundation. The setting promotes and believes in parental partnership and that building upon relationships with the parents will establish superior knowledge to give their child the best start in life. We recognise that parents are children's first and most enduring educators and we value the contribution they make.

## Our aims

Transition is like a journey and takes time, preparation and planning. Adults can help a child's journey into new territory by supporting them before, during and after the transition occurs. Parents and Practitioners need to work together, sharing information they have about the child and what support he or she may need. In order to achieve this we aim to:

- ❖ Talk to parents about their child before their child starts in our setting;
- ❖ Allow all children to have the opportunity to spend time with the environment and with their key person where possible before starting the setting.
- ❖ Support children through the transition between areas or from pre-school to Reception. This is also to support staff and parents in getting to know each other as well as the children.
- ❖ Ensure all parents know who their child's key person is and by providing a quiet and confidential area where parents are able to discuss any concerns.
- ❖ Provide contact through verbal and written handovers as well as the acknowledgement that parents can ring the setting to contact their child's key person.
- ❖ Inform parents when children are ready for their transition to another area and will provide the new key carer with information to support the settling in period and work alongside with the parent/carers to ensure as smooth as possible.
- ❖ Complete child centred Transition summary to provide a background on your child of interests, likes, dislikes etc with the parent/carers to aid the smooth transition.
- ❖ To provide ongoing communications throughout this period, during this time the practitioners will review how the child is settling and if they feel they are ready to move over permanently.

Communication should be seen as the fundamental means to aid a smooth transition for each and every individual child.

This policy was implemented in March 2013 by Becky Cummings

Read and agreed by \_\_\_\_\_ (for the staff) Print name \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ (committee) Print name \_\_\_\_\_ Date \_\_\_\_\_

To be reviewed March 2014