

## Supporting transitions

### Learning aims

- To understand the importance of effective transitions and work together with other practitioners, parents and other early years settings and schools, where applicable
- Offer children a smooth transition process so they settle well and are ready to play, learn, have fun and develop
- Help children have a sense of belonging where they can recognise themselves and their families within the environment.



### Resources

General resources to support transitions:

- Transition policy/settling policy – understood and followed by all staff
- Settling in sessions/transition session to new room/setting or school
- End of term reports, where applicable passed on to new rooms/settings/schools
- Assigned key person, meetings set up with parents to discuss visits/interests/routines/preferences
- All about me forms completed for new starts/these moving to new rooms
- Adaptations made to the rooms to reflect the child's individual interests, culture and traditions.

Specific resources to support children starting/transitioning:

- Family photos & boxes/resources, such as blocks or logs to stick them on and/or room to create a family display
- Photos of the individual children and an area/place for them to have that sense of belonging. It could include a peg, tote bag, basket, self-registration photo.

## Activity Outline

- As part of the transition process, ensure each member of staff has time to plan and prepare, this includes:
  - saying goodbye to the children that are leaving, finalising all information/any reports required and passing them on to parents/new setting or school
  - supporting any children moving to new rooms, meeting with new key person, assisting settling sessions and sharing key information
  - knowing which new children are starting and planning in settling session in preparation for their start date. Having meetings with parents to find out all necessary information.
- Create all necessary labels and photo cards for pegs/baskets etc. so children have a sense of belonging
- Request that parents bring in photos of their families (people that are important to them as well as photos of the children themselves)
- Create a family display (at the child's level)/photo album and/or photo resources such as on wooden blocks or boxes. These can be displayed around the nursery environment to provide that familiarity to the child and support the transition/settling period.

## Extending the activity

Consider asking the parent to send a video of themselves singing or reading a story (using their first language) so you can share this throughout the day.

You will know your children best. To begin with, this may create more upset so may not be appropriate, but for some children, it may provide reassurance – discuss together with the parents and decide what is best. Alternatively, you could send videos home of staff singing or reading stories so they can enjoy watching their key person at home with their parents close by offering reassurance.

Be creative in terms of providing children with a sense of belonging by:

- make short stories of them linking it to their first days and interests
- send photos books of the setting at home to help them become familiar with the new environment (don't forget to include photos of staff too)
- Include pictures of children's homes alongside the construction area or photos of families' cars alongside the toy cars and garages you have!

## Special considerations

*Be mindful still of any national and local restrictions regarding Covid-19 and the impact on the settling/transition processes.*

*Ensure you have permission for sharing photos and videos.*