

This Policy was reviewed & adopted at a meeting of The Heathers Nursery held on 30th January 2020. Review date: January 2022



THE HEATHERS NURSERY POLICIES AND PROCEDURES

POLICY 7: TRANSITIONS POLICY

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.4 Health & Well Being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting Learning 2.4 Key Person	3.1 Observation, assessment & planning 3.2 supporting every child 3.3 The learning environment 3.4 The wider context	4.1 Play & exploration 4.4 Areas of learning

Statement

At The Heathers Nursery we view transitions as a "process not an event" (EYFS non-statutory guidance).

Aim

To help children and families gain the knowledge and skills to make change a positive experience by: -

- Helping children to become resilient and capable
- Preparing children and families for transition by listening to concerns and providing information.
- Planning activities and sharing information between children, families, our setting, other settings and schools to provide continuity of knowledge and care for each child.

Transition Procedures

In order to ensure positive transitions we will:-

- Encourage parents to share important details about children's previous experiences via our 'All about me' & 'Ready, Steady, Go' documents when children first start at nursery.
- Provide families with information about The Heathers Nursery and offer opportunities to visit nursery during open afternoons and during sessions.
- Allow flexibility when settling in so that the process is something children and families feel they have a real say in (see our settling in policy 4.2)
- Requesting and using information from previous settings so that we can gain a clearer picture of the child's emotional and developmental needs.
- Routinely be aware of building each child's resilience and confidence to enable them to approach changes positively
- Use Tapestry for parents/carers and staff to share events, interests and achievements.
- Hold twice yearly parent consultation events to share progress with parents/carers and to discuss next transitions.
- Work with schools and other settings sharing information via transition documents and formal communication.
- Provide additional support for those children with, for example, Special Educational Needs, or English as an Additional Language via Early Years Transfer Forms and Transition Inclusion Support