

TRANSITIONS AND SETTLING IN

MOVING FROM ROOM TO ROOM

Children are moved into the next room only when they are old enough and ready to cope.

As the child reaches their appropriate birthday, the child's parents/carer are informed of the intention to progress their child into the next room if appropriate and are given the opportunity to discuss the move with their child's key person.

The child's existing key person will spend time in the next room with the child ensuring they are familiar with the new routine and will also spend time with the new key person. Room leaders meet to discuss transition and plan visits with key person.

Coffee sessions are organised for parents/carer to enable them to meet new staff and look around the new room.

The child will gradually spend more time with the new key person but is able to return to the original room if they wish for periods of the day. This pattern continues until they are able to cope with a whole day in the next room.

SETTLING IN

Parents/carers have to settle their child in the new room so that they can build a relationship with the new staff team and also share any key points about their child.

Settling in should follow the same pattern as that for children under two and is successful only if the key person builds a strong relationship with parents / carers as well as the child.

The process involves the three stage process as listed for children which is; proximity, a secure base and dependency/independence.

With pre-school children, the need for the three stage approach still applies, but most children of this age can move through the stages more quickly and confidently.

Some children will take longer to settle in and their needs should be accommodated as much as possible. Fewer visit sessions are needed or perhaps encouraged if the child finds their way into nursery life with confidence, although a minimum of two visit sessions are recommended.

The approach differs slightly when settling in a child and parents/carers whose first language is not English. If possible, the child's allocated key person will be able to communicate fluently in the families preferred language to ensure all vital information is passed onto the parent/carer and understood.

During the initial settling in session, the parent is encouraged to communicate to their child in their preferred language explaining what everything is, where everything is and the routine of the room.

Depending on the child's ability to understand and communicate in English, the key person may make a list of words in the families preferred language or work in partnership with the parent/carer to produce this. If there is doubt about the pronunciation of a word, phonetic spelling is recommended.

The key person, or whoever is greeting the family, should welcome them in their language and in turn say goodbye.

The key person may wish to prepare for settling in sessions by preparing an activity the child enjoys or having their favourite toy to hand.

It is the key person's responsibility to ensure all records are up-to-date and a handover is undertaken before transition. Staff in other rooms can refuse transition if documentation is incomplete. Staff who fail to complete the paperwork at the correct time will be subject to disciplinary action as it is essential that all children's records are up-to-date.

MOVING ONTO SCHOOL

Transition into school is a really big step for all children and their families and it is important that everyone works together to ensure it is as smooth as possible.

The nursery staff will be informed of the name of the child's school and he/she's leaving date from nursery. The senior staff member in the pre-school room and/or key person will contact the school and arrange either a visit for the child to the school, or for their new teacher to come to the nursery.

Photographs and stories are introduced into the daily routine to involve the child in this process and enable them the opportunity to ask questions or gain reassurance.

The child's profile is completed and provided for the parent and carer on the child's last day at nursery.

If a child leaves without informing nursery, the child's parent must be given a copy of the record of achievement to pass on to the school.