

5.13

BERTIE'S TRANSITION POLICY

Aim:

At Bertie's Nursery we recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these transitions. 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 nursery
- Family breakdowns
- New siblings
- Moving home
- Death of a family member or close friend
- Death of a pet

Each unique child will manage transitions and change in an individual way and require personalised support. Working with parents and carers we aim to ensure that transitions are a positive experience and that we give the children the skills they will need throughout their lives to cope with the many transitions they will make.

Staff are trained to observe their key 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 recognise that starting nursery is a big transition for children and their families. We have a separate Settling In Policy to support this process. Please see 5.12

Moving Rooms

When a child is ready to move to a different room in the nursery, we work with parents to ensure this is a seamless process in which the child is fully supported at all stages.

Procedure:

- Current key carer will discuss the room movement with parents and introduce them to new key carer/room leader
- Key carer will discuss child with new room leader/key carer
- The child will spend short sessions in their new room to enable them to feel comfortable in their new surroundings. The child's key carer or a member of their room staff will accompany them on the initial visits, providing the support of a trusted adult. The child will have a minimum of two visits
- Wherever possible a group of children will move at the same time to enable friendships to remain intact and provide the children with support from peers that they know
- Current key carer will complete the transition form on I-connect and share with parents and new room
- Information will be shared about child's interests and needs including any allergies, dietary needs, sleep routine etc
- Parents will be kept informed of all visits and receive information through i-connect/parentzone
- Once the child has settled in through these taster sessions a permanent room move will take place
- Parents will be given a leaflet with pictures of room staff and new Key carer.

If a child requires more support this will be discussed between the key carer, parent, Head of Nursery and room leaders to agree a personalised support plan, for example a more formal meeting between staff and parents, more visits.

Starting School

Starting school is an important transition and some children may feel anxious or distressed. At Bertie's Nursery, we want to make the transition process as smooth as possible for our pre-school children moving into reception. It is important for our children to have had the opportunity to meet with their teacher and teaching assistant before September and to be familiar with their next setting before this time. At Bertie's Nursery, we want to strengthen the links between our setting and the reception year, ensuring that our children have had all the necessary support in order to make the transition process smooth, positive and as enjoyable as possible. The following process relates to children going to school, however we would adopt this process to support children moving to another childcare setting.

Procedures for staff:

At Bertie's we ask all pre-school parents to inform us of the school their children will attend for their reception year.

- We invite the reception teachers of each school to visit Bertie's Nursery where they will have the opportunity to meet the pre-school child going to their setting and enable the reception teachers to find out more about the child and their learning.
- If teachers from reception are unable to attend a visit at Bertie's Nursery, we then ask if the key carer of the pre-school child can go and meet the teacher or speak with the teaching assistant or both in the new school setting and have the opportunity to discuss the pre-school child and their learning.

- With parental permission North Somerset Early Years Transition Documents will be used to transfer information about the child's learning and development to their new setting.
- We provide a variety of resources that relate to the school, e.g. uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend.
- We encourage and celebrate children's visits to their new school
- Where children have additional needs, we will work with the future school and parents on a school entry plan or sensitive transition plan

At Bertie's Nursery, we feel it is important, not only to support with the transition process but to keep in touch with the children who have left our care and who are attending a new setting. We therefore will ring the new school in September and see if we can arrange a follow up visit to see how our children have settled in their new setting and offer any further support or assistance in the transition process.

Moving home, New siblings and Family Breakdown

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. The key person will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. through role play, stories and discussions.

Bereavement

We recognise that children and their families may experience grief and loss of close family members or friends or their family pets whilst with us in the nursery. We understand that this is not only a difficult time for families, but it may also be a confusing time for young children, especially if they have little or no understanding of why their parents are upset and why this person/pet is no longer around. We aim to support both the child and their family and will adapt the following procedure to suit their individual needs and family preferences:

- We ask that if there is a loss of a family member or close friend that the parents inform the nursery as soon as they feel able to. This will enable us to support both the child and the family wherever we can and helps us to understand any potential changes in behaviour of a child who may be grieving themselves
- The key person and/or the Head of Nursery will talk with the family to ascertain what support is needed or wanted from the nursery. This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation
- The child may need extra support or one-to-one care during this difficult time. We will adapt our staffing arrangements so the child is fully supported by the most appropriate member of staff on duty, where possible the child's key person
- We will be as flexible as possible to adapt the sessions the child and family may need during this time. We will adapt the above procedure as appropriate when a family pet dies to help the child to understand their loss and support their emotions through this time.
- We will draw on the expertise of external agencies as appropriate

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

This policy was adopted on	Signed on behalf of the Nursery	Date for review
<i>05/03/2021</i>	<i>Maggie Wookey</i>	<i>1/3/2022</i>
<i>Revision 10/3/2022</i>	<i>Maggie Wookey</i>	<i>1/3/2023</i>
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<i>Review 23/2/24</i>	<i>Maggie Wookey</i>	<i>1/3/2025</i>