Transition Policy

As a setting we realise that children learn best when they feel safe and secure and confident in an environment therefore our Transition policies aims to ensure that children who come to us and those who move onto school, have a positive transition so they can continue to thrive in their new environment.

Into Pippins and Bramleys
We want children to feel safe and happy in the absence of their parents, to recognise other adults as a source of authority, help and friendship and to be able to share with their parents afterwards the new learning experiences enjoyed in the setting. We also want parents to feel welcome and involved from the beginning.

In order to accomplish this, we aim to create a partnership with parents and will adopt the following strategies where appropriate:

- Inviting parents and children in for a stay and play session prior to their child starting
- By organising a **Home visit** where two members of staff will visit, one of which we anticipate being the child's keyworker. In this way the child can meet us in a familiar setting and we can get to know them and their family better. It is invaluable in helping us meet the needs of each individual child.
- Have a flexible settling in procedure which responds to the child's/family needs.
- Invite parents to feel welcome about contacting keyworkers or the Manager to discuss any achievements, queries or concerns they may have.
- By creating opportunities for the exchange of information, using among other resources a copy of the setting's prospectus and a shared approach to the registration form.
- By encouraging parents to help their children complete the **"All About Me" Book.**
- By ensuring plentiful opportunities for parents to inform the setting about their children's current achievements and interests through photos and Babysdays.
- By encouraging parents to visit the setting with their children during the weeks before an admission is planned. This gives the child the opportunity to explore the preschool and

meet staff and children. Where possible parents will be given the opportunity to meet administrative staff (if there is any) and a committee member who can answer any further questions they might have.

- By making clear to families from the outset that they will be welcome and supported in the setting for as long as it takes to settle their child there. **Settling visits** can last for part or all of a session, the parent and child are welcome to stay as long as they wish. If appropriate more than one visit can be arranged.

- By reassuring parents whose children seem to be taking a long time settling into the setting.

- By introducing new families into the group on a staggered basis, for example two new children a day for a week rather than 10 new children all at once.

- By encouraging parents, where appropriate, to separate from their children for brief periods at first, gradually building up to longer absences.

- **Offering a 2 week review meeting** – this is the opportunity to speak in more detail to your keyworker about how your child has settled and any issues that may have arisen.

Children cannot play or learn successfully if they are anxious and unhappy. Our settling procedures aim to help parents and children to feel comfortable in the setting and to ensure that children can benefit from what the group has to offer and feel confident that their parents will return at the end of the session/day. We welcome parent help but in order to help facilitate the settling in process we ask parents not to sign up for the parent rota for the first half term that their child attends the setting.

From Pippins and Bramleys to another setting or School

We appreciate that any major change in a child's life, although it may be exciting, can still lead to anxiety for a child and their family. In order to minimise the impact this may have on learning and development we will liaise closely with the family and staff at the new setting. This may include:

- A transition document – giving a detailed overview of the current learning and development achievements as well as interests, dislikes and any further information that may be relevant.
- Inviting the new staff to visit the child at Pippins and Bramleys.
- Attending settling in sessions with the child at their new setting.
- Meetings between the Manager, keyworker and new setting staff.
- Joining the local schools in regular events e.g harvest festival, Christmas concerts etc.
- Meet regularly throughout the year with reception teachers of local schools
- Where possible a Pippins Educators visit the children at their new setting.

This policy was adopted on:.....

Signed on behalf of the setting……..

Date of next review:.....