

## **MATLOCK PRE-SCHOOL PLAYGROUP**

### **TRANSITION POLICY**

At Matlock Pre-School Playgroup we define transitions as any time when children have to manage change. This may be:

- Starting at a school, setting or other early years childcare such as childminder.
- A change in key person or site within the setting
- Daily transitions when children are admitted to or leave the setting
- At other times, children may start or leave the setting due to individual circumstances, such as moving house.

Our transition policy aims to:-

- Ensure the child and their family feel welcomed in the setting and that practitioners approach them with warmth and help them to feel safe and cared for.
- Establish positive relationships between children, parents and educational providers.
- Ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties or disabilities, gender or ability should be fully supported in making transitions.
- Acknowledge that children are experts in their own lives and that listening to their views, feelings and concerns around transitions is central to providing the best possible care and support.
- Work in partnership with parents and ensure the information that they share is used to create the best possible 'conditions' for smooth transitions for their children. We understand that families have differing views on child rearing practices, child development and what

might be expected of children and appreciate the importance of these views to parents when building relationships with families.

- Acknowledge that parents too may experience some anxiety or have particular concerns around their children's transitions and offer additional support where necessary.
- Establish effective communication, to share relevant information with other settings or schools, to ensure that children's needs are met and that there is continuity in their learning.
- Work effectively with professionals from other agencies, such as local and community health services, or where children are looked after by the local authority to identify and meet the needs of individual children.
- Ensure that all staff have the opportunity to enhance their knowledge, skills and understanding around the experience of transition for young children so that they can provide the best possible support.'

We recognise that there are certain children, who are more vulnerable at times of change, e.g. those with a Special Educational Need (SEN) or a child in care. We will ensure that these children receive additional and flexible support through our SENCO who will:

- Ensure that transitions for children with additional needs and vulnerable groups of children will be carefully planned with parents.
- Organise a meeting with the parent to discuss the child's needs and develop a Transition Plan
- Provide information about our setting and involve relevant agencies where appropriate.
- Review how the child has settled with parents after six weeks.

All profiles will be sent to the next provider within 15 days of the child leaving our setting.

We recognise that a child needs time to settle and that a period of regression is quite normal, for a child to stand and watch before joining in is quite usual and appropriate.

The Setting Manager will:

- Take a lead in developing our Transition Policy and practice.
- Update their knowledge, access training and implement Early Years Foundation Stage requirements and Local Authority Guidance.
- Develop links with local settings/schools.
- Plan time for the key people to build relationships with new children and their parents.
- Liaise with outside agencies who are already involved with individual children to ensure co-ordination over plans for transition.
- Ensure that rotas are based on making the key people available for the children that are transferring to their care.
- Provide parents with a Welcome Pack when they visit the setting.
- Provide a parents notice board which identifies all staff members and their roles.
- Provide children with a green folder which identifies the child's key worker and is used to share information between settings and parents.

Our transition procedure is in the operational plan.

## **Transition Procedure**

### **Horizontal Transitions**

All children who attend more than one setting:

- We will endeavour to set up links with the other setting via a mutually agreed method such as folder sharing, information booklets, meetings, e-mail.
- If we have a particular concern about a child then we will agree the next steps with the setting which may include an IEP.

### **Vertical Transitions**

#### **To Tin Hut**

- We will encourage parents of new starters to attend our mother and toddler group prior to their child starting playgroup both verbally and through sending information about the group.
- We will encourage parents to bring their children to the setting prior to starting for visits
- We will encourage parents to complete a starting out booklet prior to their child starting playgroup to ensure that staff can familiarise themselves with details about the child.
- We will hold an open session prior to the child starting playgroup so parents and children can meet staff and familiarise themselves with the surroundings.

- As part of our settling in policy, children will be involved in making a golden rule chart to ensure that they understand the rules of the setting.
- Staff will complete an information sharing sheet for the first term that the child attends the setting.

### New Starters to Dimple Road

- We will encourage parents to bring their children to the setting prior to starting for visits
- We will encourage parents to complete a starting out booklet prior to their child starting playgroup to ensure that staff can familiarise themselves with details about the child.
- We will hold an open session prior to the child starting playgroup so parents and children can meet staff and familiarise themselves with the surroundings.
- As part of our settling in policy, children will be involved in making a golden rule chart to ensure that they understand the rules of the setting.

### Tin Hut children to Woolley road

- We will ensure that all children who are moving to the Woolley road site have opportunities to visit the setting.
- We will organise for staff from the Woolley road site to work at the Tin Hut to familiarise the children with the new staff.
- We will organise for the Tin Hut children to have sessions at the Dimple road site prior to them starting.
- We will liaise with the staff at Woolley road prior to the children starting the setting.
- We will ensure that the children's profiles are handed over to the child's next setting within 15 days of them leaving us.

- We will include activities which highlight the positive aspects of transitions.
- We will discuss transitions with children both at group time and individually.
- We will produce a child led display board about the Woolley Road site.
- As part of our settling in policy, children will be involved in making a golden rule chart to ensure that they understand the rules of the setting.

### Woolley road site children to School

When preparing a child for school, we recognise that the preparation is not about assessing his/her academic skills. It is about helping him/her to develop positive self-esteem and confidence. A positive disposition will promote a child's readiness for school.

- We will meet with the All Saints head to arrange transition visits, focusing on joining the school for assemblies and special activities. We will invite the school teachers to visit the setting to meet the children. We will ask if we can take photographs of the teachers and classrooms.
- We will liaise with the reception transition teacher prior to the children starting school.
- We will ensure that the children's profiles are handed over to the child's next setting within 15 days of them leaving us.
- We will include activities which highlight the positive aspects of transitions.
- We will discuss transitions with children both at group time and individually.
- We will provide a role play school prior to the children moving to school

- We will produce a child led display board about going to school.
- We will provide a transition box with relevant activities for the children to access.
- We will, if developmentally appropriate, increase our adult led activities during the summer term.

**The policy should be reviewed regularly to update policy and practice.  
A statement needs to  
be written in your policy to reflect your commitment to reviewing your  
procedures in the light  
of new legislation and guidance.**

