

## TRANSITION & CONTINUITY POLICY

### Safeguarding and Welfare Requirements: Information & Records

Providers must maintain records and obtain and share information to ensure safe and efficient management of the setting, and to help ensure the needs of all children are met.

## POLICY STATEMENT

We believe that all children should feel as comfortable, confident and emotionally secure as possible when entering our setting. We are aware that young children starting at a setting need support to enable them to adjust to a temporary separation from their family. We aim to make them feel that they are valued and competent members of our setting. We understand that children enter the setting from a variety of backgrounds; hence each child will be valued as an individual in the setting and we will meet their needs accordingly. We will support the children during transition to ensure they retain previously gained self-confidence and self-esteem.

The Early Years Foundation Stage (EYFS) recognises that transition can be stressful for children and adults and can have a far-reaching impact on children's emotional well-being and academic achievements. St Eval Pre-school is aware of the need to plan and successfully manage the transition process from home to setting, from setting to setting, and from setting to primary school. As each transition will bring challenges and opportunities for children, we endeavour to create a smoother transition into our setting, between settings, and from setting to school by continually examining strategies to ensure continuity of experience and the methods of record keeping which can be used to support the transition process. We will ensure that there is a continuous two-way exchange of information between the parents and the setting by way of means of newsletters, for example.

## Transition from Home to Setting

Getting to know a child and planning for admission to the setting requires staff members and parents engaging in an equal partnership in which both learn from each other. We encourage frequent visits with parents to the pre-school, on the days the child is booked in for, prior to starting. This gives opportunities to see the pre-school running smoothly and to meet settled children and to participate in some activities. We ensure that staff have time to meet parents and children and to clearly explain settling-in procedures and routines in order to promote understanding as to how children are settled into the setting. We provide a Prospectus, Snack Menu, EYFS Guide, fact sheet about Learning Journey's, to each new family so they can familiarise themselves with the staff and our procedures and methods in their own time.

When a child first starts at the setting we offer flexible, staggered start times on the child's days with parents able to stay during this period, or to be close at hand if needed, we regularly review each child's settling with parents and staff members. We only offer settling in on the days a child is booked in for, as we feel this enables the child to create bonds with the staff & children they will meet regularly. The Manager or Deputy Manager endeavours to meet with parents prior to their child starting at the setting to share information about the ethos and visions of the pre-school and to explain how we operate (fees, hours, etc.).

By asking the parents & carers to complete an Early Years Passport and Chat Wheel we are able to collect relevant and important information about the child, including important people and places in their lives, their interests, likes and dislikes. The sharing of this information will enable staff to effectively meet their needs. After we have requested this information it is the duty of the parents & carers to provide us with any relevant information. If the Early Years Passport has not been returned prior to a child starting, it is down to the discretion of the Manager or Deputy Manager as to whether to refuse the child. Contact telephone numbers must be obtained.

## Within the Setting

In order to make the time in our setting as pleasant an experience as possible, we:

- Allow child and parent the time they need to separate
- Collect current contact information in order for parents to return to collect their child if they are distressed
- Encourage parents to stay close to the setting and return if their child is distressed
- Create an informal, relaxed start to each session, coming into a safe, secure and stimulating environment that offers continuous provision
- Offer flexible admission and settling procedures to address the individual needs of children and their families

## Continuity between Settings

As we are aware that many children will spend a considerable amount of time in different settings, we will ensure that there is effective communication between St Eval Pre-school and any other setting a child attends as this is the key to ensuring that children's needs are met and there is continuity in their learning. We also regularly share the children's development and learning and any other relevant information with practitioners from other settings.

## Transition to another Early Years Setting

To enable the child to experience a smooth transition from our setting to another early years setting, we provide the setting with information about the child with regard to their interests likes and dislikes in order for them to provide a welcoming environment with familiar activities to help the child to settle initially.

## Transition from Pre-school to School

We are very fortunate in the respect that we have good links with the local primary school Trevisker C P School and are able to allow plentiful opportunities for the children to familiarise themselves with the school environment in plenty of time before their transition. Pixies class visit the local primary school once a week for our 'wake and shake' exercise session, the children visit the local primary school for lunch during the last half of the summer term, each child takes 'Billy Bear' home when he visits from big school. All children have the opportunity to watch the school's sports day and Christmas play. The Reception teacher holds story-time sessions with Pixies class during the last summer half-term.

With parental permission, each child's Learning Journey is shared with the reception teacher for her gain knowledge and understanding about each child in relation to their interests, achievements, likes and dislikes. The Reception teacher and Head Teacher visit the Pre-school in the summer term to meet the children and talk to the Manager & Deputy Manager about the children. We provide each family with information about applying to school and we provide a 'Transition Leaflet', which details a typical day, information about uniform, in what ways you need to prepare your child for school etc.



This policy is reviewed annually, next review date: June

APPROVAL

Signature:

Name & Position: Rachael Richards -  
Manager

Date:

AGREED

Signature:

Name & Position:

Date:

