



**TinyTots**  
DELIGHT IN DISCOVERY

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# TRANSITION

Children experience many transitions in their early years and nursery staff at Tiny Tots are sensitive to the difficulties children may have whilst 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 nurseries
- Family breakdowns
- New siblings
- Moving home
- Death of a family member

Staff are trained to observe their key children and as such will 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 character.

## SUPPORTING TRANSITIONS IN THE NURSERY

The setting will support all children in the nursery with any transitions they may be encountering. If the transition relates to the child starting at the nursery we will follow our settling in policy.

## MOVING ROOMS PROCEDURE

- If the child is due to move rooms due to their age, we will work with the parents to ensure this is a seamless process in which the child is fully supported at all stages.
- The children will spend short sessions in their new room prior to the permanent move to enable them to feel comfortable in their new surroundings.



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- The child's key worker will go with the children on initial visits to enable a familiar person to be present at all times. The child's profile on Family, including their most recent observations, will be shared and celebrated with the child's new Key Worker.
- Parents will be kept informed of all visits and the outcomes of these sessions e.g. through photographs, discussions or messages on Family.
- Only when the child has settled in through these 'taster' sessions will the permanent room move take place. If a child requires more support this will be discussed between the key person, parent, manager and room leader of the new room to enable this to occur. This may include moving their key person with them on a temporary basis.
- Where a child has additional needs, a more bespoke package will be agreed with the parent, key workers and SENDCO. This may include the sharing of a Communication Passport, use of visuals, photographs of key staff members and the learning environment for children to take home. Any information regarding specific interventions will be updated. Any professionals from outside agencies will be informed and introduced to the new key worker at the earliest opportunity.
- Meetings will be arranged with parents and the child's new key worker prior to the move. At the transition point for 2 year olds, the statutory 2-year check will take place. There will be an opportunity for parents to reflect on their child's development prior to the meeting and any thoughts or concerns will be included in the report. Any concerns by either the parent or key worker in terms of the child's development may be discussed with the setting's SENDCO and if necessary, short interventions with clear outcomes will be planned. After this meeting takes place, the parent will be invited to spend some time with their child's new key worker and in their new room.
- At the transition point for 3 year olds, a similar meeting will take place. Again parents will be given prior opportunity to reflect on their child's current stage of development. Any concerns will be shared at this meeting. During this meeting, the child's existing key worker will share their current judgements on development, using Birth to Five Matters as a point of reference. Any areas that may require additional support will be discussed. The setting's SENDCO may attend this meeting if deemed necessary.



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## STARTING SCHOOL

The smooth transition for a child from nursery to the local primary school is very important to us and the nursery will do all it can to facilitate a smooth move. We have a variety of methods that support this:

- The nursery will 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. This will help the children to become familiar with this new concept and will aide the transition.
- Where possible we will arrange opportunities for children to visit their designated school and for teachers to spend time at our nursery so the children are familiar and feel confident at their new setting.
- The key person will initiate conversations with their key children, who are due to move to school, about the school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues enabling these to be overcome.
- We will agree a format with the local primary schools for sharing assessments and information about the children in our setting who will be attending their school. The nursery will ensure a face-to-face conversation or telephone call takes place for each child starting school to enable teachers to have a good understanding of each child received. This will include their interests, strengths and level of understanding and development in key areas.
- We will ensure that the transition in to school for children with complex needs is dealt with sensitively and is appropriate to their specific requirements. Where necessary, we will invite Reception class teachers to make more than one visit to a child at the setting with additional needs. We will enable the Key worker of children with additional needs to attend some transition sessions with the child at their new school, where it is deemed necessary. This ensures continuity of care particularly around the use of visuals and specific interventions. This transition may take place under the guidance of outside agencies.
- With permission from the parent, we will remain available to answer any questions regarding the provision for an SEN child for the first half term that they attend school.



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## **FAMILY BREAKDOWNS**

When parents separate it is a difficult situation for all concerned. The nursery understands that emotions run high please refer to the separated families policy which shows how the nursery will act in the best interest of the child.

## **MOVING HOME AND NEW SIBLINGS**

These are normally two events that parents will have advance notice of, and we ask that parents let the nursery know about these events so we can support the child to be ready for this. We 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.

Parents may also consider placing their child into nursery for additional sessions during these events to provide them with consistency and time away from the changes occurring.



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## BEREAVEMENT

The nursery has produced a separate policy on bereavement as this can be a difficult time for children and their families. Nursery will offer support to all concerned should this be required.

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

## INTERNAL USE ONLY

<b>This policy was reviewed on</b>	<b>10/11/22</b>
<b>Signed on behalf of the nursery</b>	
<b>Signed and dated by nursery staff</b>	
<b>Date of next review</b>	<b>November 2024</b>