



TinyTots@Trethorne
DELIGHT IN DISCOVERY

www.tinytotstrethorne.co.uk

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 nursery 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 and offer free settling in sessions combined with home visits if requested. If the transition is due to occur at the nursery, such as room changes, the nursery will fully support the child through this process in the following ways:

MOVING ROOMS PROCEDURE

The nursery has been designed so that the children can move freely from the pre-school room to the nursery room and vice versa. Or alternatively the rooms can be separated by the use of a sliding room divider. The baby room is a separate area divided by a low wall to give an open plan appearance. The babies can see what is happening in the other room by looking through strategically placed peep holes. Our philosophy behind the freedom of movement between areas is to eliminate the transition between rooms, minimize anxiety and so the children become familiar with all of the staff.



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- If the child is due to move rooms due to age and stage readiness, we will work with the parents to ensure this is a seamless process in which the child is fully supported at all stages.
- The child, especially the 0 to 2 year olds, will spend short sessions in their new room prior to the permanent move to enable them to feel comfortable in their new surroundings.
- The child's key worker will go with the child on these initial visits to enable a familiar person to be present at all times.
- Wherever possible groups of friends will be moved together to enable these friendships to be kept intact and support the children with the peers they know.
- Parents will be kept informed of all visits and the outcomes of these sessions e.g. through photographs, discussions or diary entries.
- 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.

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 aid 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.



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- 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 comprehensive report is produced on 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. This will support continuity of care and early learning.
- 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. This transition would take place under the guidance of outside agencies.

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.

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.

