



Moulton Preschool Transition Policy

The Meaning of Transition

Transition concerns the change a child encounters from one place to another. As children develop from birth throughout childhood they move, or transition, from one learning environment or setting to a new one. Often, these transitions involve a process of change that requires them to adapt their thoughts, feelings and behaviours to meet new expectations. By the time a child reaches school age they may have already experienced several transition periods including:

- The transition from home to the setting
- The transition between room bases in day nurseries
- The transition from one provider to another during the working week
- The transition from a childcare provider to a school

Transition is like a journey and takes time, preparation and planning. Adults can help a child's journey into new territory by supporting them before, during and after the transition occurs. Parents and Practitioners need to work together, sharing information they have about the child and what support he or she may need.

Rationale

We believe at Moulton Preschool that children should feel as comfortable, confident and emotionally secure as possible when entering our early years setting. Young children starting a Preschool need support to enable them to adjust to a temporary separation from their family. They need to feel that they are a valuable, competent member of the new social group and they need to develop positive attitudes towards the range of new experiences they will encounter. During the transition children need to be helped to retain the self confidence and self respect that they have already gained at home or in previous settings. Getting to know a child and planning for admission to the setting requires parents and practitioners to engage in an equal partnership in which both learn from each other.

Our Aim

Transitions involve a process of change that requires a period of adjustment for you and your child. To help your family adapt to change, we aim to provide as much continuity of education and care as possible. We will accomplish this by sharing information about your child and working closely with you, other providers who care for your child and any provider your child may move on to. (where parents are referred to in this and other policies, this also includes carers, child minders etc.)

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Transition from Home to the Setting

Every parent/ carer will be given a welcome pack before their child starts Preschool outlining our routines and policies. Children will attend pre visits prior to the start of preschool arranged by preschool at a suitable time for both parents and preschool.

Home visits can be arranged before your child starts if you wish to, forming a valuable partnership with the preschool and the family. Each child will be allocated a key person – this person in general will be the person who sees your child the most and who will work together with the child and family to build up their Learning Journey of observations, photographs and special 'work' done by the children. Parents/carers are encouraged to share information from home which they feel could be a valuable addition to their Learning Journey throughout their time at preschool.

A Settling in procedure is discussed at the initial visit with a staff member which will include the implications and values of comforters i.e. blankets, teddies, dummies etc.

Pre-school to Reception

When children move between educational settings it is recognised that shared vision and shared understanding of good practice enables seamless transitions.

Early Years Practitioners, families and the wider community need to agree and develop support systems that enable a planned proactive response to movement between settings. This will enable children's learning and development to continue without disruption. As it states in the Early Years Foundation Stage document;

- Transition should be seen as a process, not an event, and should be planned for and discussed with children and parents. A "School readiness" booklet is made available to all parents of children during the summer term before they leave, and this is also available to read on the web site. Factors to consider:
- Children may move between different settings during a day, week, month or year
- Social, emotional, educational needs are central
- Some children and parents may find transition times stressful
- Communication between settings is key

Children may have concerns such as:

The Physical environment, understanding routines, the number of adults and children, where the toilets are, what happens in the playground and at lunchtime, will the work be too hard?

Parents may have concerns such as:

What happens at the school visits, and if they can't make them what then, making new friendships, the routine and expectations at playtime/lunchtime, what happens if their child is feeling tired /unwell, when do they need a PE Kit, toilet procedures, home visits.

Communications between Preschool, School and parents is critical and therefore to eliminate as many problems before they occur arrangements will be made for the children and parents to visit and routines explained to both.

TRANSITION POLICY

We have shared resources, make regular visits to use the computers and the outdoor area at our feeder school, story time is arranged by the school and information is transferred between Children, Preschool, School and Parents. An "All about me book" is completed during the summer term for all children. For those attending out of area schools contact is made and arrangements are made between Preschool and the individual school accordingly.

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