The University of Bradford Nursery will endeavour to maintain and achieve smooth transitions to support every child’s social, emotional and educational needs. We will support the child by providing an enabling environment and aim to make all transitions a pleasant experience. We will work in collaboration with parents/carers, ake on their advice and encourage their participation throughout.

“Transitions should be seen as a process, not an event, and should be planned for and discussed with children and parents”(DfES 2007, p.10)

Nursery aims to:

- Work in partnership with parent/carers as well as practitioners from other settings, childminders and school staff to facilitate the process of information sharing in relation to the child’s well-being.

- Support all children during transitions to enable them to effectively adapt to the change and adjust their thoughts, feelings and behaviours appropriately.

- Support parents/carers during their child’s transitions as we understand that these periods can be just as hard for parents/carers as they are for their children.

- Recognise that every child is unique and that individual children will require different levels of support.

- Build positive relationships through an effective key worker system (refer to key worker policy) which will encourage and enable children to be strong and independent.

- Provide an enabling environment which facilitates the settings commitment to support every child during transitions, offer continuity and develop close multi-agency working.

- Allow individual children time to settle accordingly, as we appreciate that all children are different and that some may require longer periods of settling in than offers. This will be judged by the child’s overall well-being.

Home to setting transition:

We understand that this transition can be a difficult time for both the child and parent/carers as often this is the initial period of separation and can lead to feelings of anxiety, guilt and sadness.
Practitioners will be sensitive to the needs of the child and parent/carers and endeavour to make the process as smooth as possible by:

- Enabling the child to select their key worker during their initial stay and play nursery visit – this can be judged by observing the adult: child interactions and looking at who the child has made a connection with.
- Collating all relevant information with regards to the child’s holistic development and well-being from the child and parents/carers during the paperwork visit.
- Devising a care plan for the child in collaboration with the parent/carers.
- Encouraging the completion of the child’s ‘all about me’ booklet which further develops the practitioners understanding with regards to the child’s life.
- By planning an appropriate settling in period which is assessed on the child’s overall well-being and needs.
- Making all relevant information available to parent/carers at the initial paperwork visit.
- By encouraging the use of transitional objects such as toys/comforters from home.
- Developing special arrangements to support children who have English as a second language, or who have learning difficulties/disabilities to effectively access the whole provision. This at time may require support for outside agencies.

Unit to unit transitions:

These occur when your child reaches the required age or when it is deemed that they are developmentally ready for new experiences and challenges; this could mean a slightly earlier or later move and will be assessed by the key worker and parent/carers. We will endeavour to make the process as smooth as possible by:

- Providing the children with settling in sessions within the new unit, these usually begin a month in advance, even if it is believed the child is developmentally ready.
- Providing the parent/carer the opportunity to look around the unit.
- Providing the child and parent/carers with lots of opportunities to meet with the new key-worker this will facilitate the building of firm relationships.
- Sharing information from the ‘all about me’ booklet as this will provide the new key-worker with relevant and up to date information as well as give the child something familiar to reflect on.
- Ensuring the key workers liaise with one another regularly and share information with regards to the child’s learning, development and holistic well being (child’s profile, my learning picture)
- Where possible, moving children in groups of two or more so that they are paired with familiar peers/friends and are not required to go through the process alone.
The transition from one provider to another during the working week:

These types of care arrangements are becoming more and more popular; they entail the shared care of the child between setting: setting, setting: child minder, setting: parent/carers/ family members and/or setting: school (nursery). We will endeavour to make the process as smooth as possible by:

- Obtaining permission from parent/carers to make contact and share information with the other care provider as this will effectively support and provide for the child’s learning, development and holistic well-being whilst providing the child with continuity of care.

- Completing the child's my learning picture and profile (if we are the prime setting) and sharing the information as necessary.

- Using the all about me booklet to share information between the two care providers, each will be required to contribute equally by adding new observations, photographs etc... as a method of information sharing with regards to the child’s learning and development.

- If necessary, devise and share ideas of behaviour strategies.

- By sharing planning ideas and discussing any further support requirements, it is important that these are similar within each care provision this will provide the child with continuity of processes.

Setting to school transitions:

This transition is an imperative aspect of any child’s life; as every child is required to access a school provision during the term after their 5th birthday. We understand that these can be a worrying time for both the child and their parent/carers so we will endeavour to make this transition a positive experience by:

- Ensuring the children are ‘school ready’, this will be achieved by adhering to the statutory learning and development requirements as set within the Early Years Foundation Stage (DfE 2012), through the guidance of practitioners and enabling environments.

- Ensuring the child’s my learning picture and profile is completed and passed on to the school provision for assessment.

- Making direct contact with professionals from the school provision to cascade all relevant information on with regards to the child’s learning, development and holistic needs.

- Ensuring any concerns with regards to the child's learning, development or behaviour is appropriately cascaded along with any current strategies in place.

- Arranging visits to the school (if possible) which the children will be present at.

- Initiating discussions around the schools processes and enabling the children time to reflect, share their concerns and ask questions.

- Providing activities which reflect on ‘school life’ this could be by introducing a school theme into the role play area or by providing school uniforms to dress up in etc...
How parent/carers can offer support during all transitions:

We recognise parent/carers as being the child’s main carer and understand that their roles during transitions are vital, as they are able to provide the child with continuity. To further support the parent/carers during these processes we have devised some ideas of support:

- Before your child joins the nursery setting explain what it is, tell them that you will be leaving them but coming back for them.
- Describe to them what a nursery is, that they will go to play and meet new friends.
- Take your friends/families up on all offers of babysitting, as this will enable your child to develop secure attachments away from the main carer and aid their transition into nursery.
- Once you meet your child’s key worker, constantly refer to him/her during conversations with your child.
- If your child has any worries talk them through together, do not brush them under the carpet and hope everything will work out as they will only get worse.
- Ensure you share all information about your child with the key worker as this will aid the settling in process.
- Be involved in all aspects of nursery life, including the sharing of information with other professionals or/and between settings.
- Always be enthusiastic about nursery around your child, if you do have any concerns voice them to the appropriate person away from little ears!
- Remember communication is key.

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Child development</td>
<td>2.1 Respecting each other</td>
<td>3.1 Observation, assessment and planning</td>
<td>4.1 Play and exploration</td>
</tr>
<tr>
<td>1.2 Inclusive Practice</td>
<td>2.2 Parents as partners</td>
<td>3.2 Supporting every Child</td>
<td>4.2 Active learning</td>
</tr>
<tr>
<td>1.3 Keeping safe</td>
<td>2.3 Supporting learning</td>
<td>3.3 The learning environment</td>
<td>4.3 Creativity and critical thinking</td>
</tr>
<tr>
<td>1.4 Health and well-being</td>
<td>2.4 Key person</td>
<td>3.4 The wider context</td>
<td>4.4 Areas of learning and development</td>
</tr>
</tbody>
</table>

**Last reviewed:** October 2020: Amanda Zanella