

Transition

1. Purpose

- 1.1 The aim of this document is to outline transitions at Ashfield Plaza Day Nursery. The aim is to create smoother transitions within the nursery and between schools and other Early Years Settings.

2. Scope

- 2.1 This policy applies to all staff and parents/Carers at Ashfield Plaza Day Nursery.

3. Policy Principals

- 3.1 When starting at Ashfield Plaza Day Nursery children are offered two trial sessions, the first one when parents/carers are asked to stay and meet the key person and ensure that their child begins to settle in. The second where we ask the parents/carers to leave their child once they are settled. The next stage is for the child to start at the nursery. This gradual process allows the children to become familiar with the setting so that they feel comfortable and safe.
- 3.2 The room transition procedure starts two months before the child moves rooms. Two months prior to the transition the child is issued with a booklet about the next room which contains information about staff, routines and necessary items they need to bring. At this point, the parent will be informed about who their child's next key person is going to be. One month before the move the child will begin trials to the room, they normally have four, each one increasing in length and at different parts of the routine. The child's current key person will take the child to their next room and introduce them to their new key person. Each time a comment will be wrote in the child's diary explaining what experiences they have taken part in, in their new room.
- 3.3 For children who attend our nursery as well as another setting, we will send a letter to them once a term requesting information about the child. This information is then stored in the child's development file and strengths and weaknesses are taken into consideration and worked towards.
- 3.4 In the April before children move to school in the September, we will ask parents which school their child will be going to. Once we have this information we will contact schools and ask them if they would like to visit the child in our setting, or if they would like the child's key person to visit the school for a discussion with the child's teacher.
- 3.5 Before the children leave nursery their key person will complete an assessment on exit, this will be forwarded to the new teacher so that they have an understanding of the capabilities of the child, and where we believe they are in line with the EYFS. The child will also complete a transition booklet where they explain their likes and dislikes, which will also be given to the school.

4. Organisation and Allocation of Responsibilities

- 4.1 It is the responsibility of the child's key person to arrange the appointments with the child's new school teacher. It is also the responsibility of the key person to help them transition to new rooms and complete the necessary paperwork.

Limitations of this Policy

This policy cannot anticipate all eventualities therefore, professional judgement should be used to identify the appropriate course of action needed to protect those who are vulnerable and/or at risk. This judgement should derive from multi-disciplinary team discussion rather than any one individual where possible.

Document management

Review cycle:	
Next review due:	
Policy owner	
Approving body:	Board of Trustees