



Child care practice - Transition Policy, Settling-in and The role of the key person

Foundation Stage Curriculum Principles of Good Practice:

"These principles require practitioners to work in partnership with parents to support each individual child and ensure no child is disadvantaged or excluded."

This is demonstrated when practitioners:

- manage carefully the transition between home and setting and between different settings and primary school, to support everyone involved
- establish feelings of trust and respect with parents and children
- treat children as individuals to ensure each child has equality of opportunity
- find out about the child's ethnic, faith and cultural heritage and home experiences, so that familiar experiences and interests can be used as starting points for learning and teaching
- promote self-confidence and positive attitude to learning in all children, whatever their gender, ethnicity, home language, special educational needs, disability or ability
- recognise that being successful and feeling confident and secure are major factors in protecting children against failure
- inform parents of the value of a two-way flow of information, knowledge and expertise • ensure all parents are made to feel welcome.

Policy Statement From Home to Nursery:

For most children, starting nursery is their first separation from their main carer. The Early Years Foundation Stage (EYFS) recognises that transition can be stressful for children and adults and can have a far-reaching impact on children's emotional well-being and academic achievements. We need to ensure a smooth transition by working in partnership between home and nursery. Arrangements for settling in must be clear but flexible, with an awareness of each individual child's needs. Because children have different life experiences, personalities and developmental needs, staff need to get to know and value everyone in the Nursery community.

We want children to feel safe, stimulated and happy in the nursery and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's wellbeing and their role as active partners with the nursery.

We aim to:

- provide a broad education based on Jewish ethics and values to children of all faiths and cultures
- adapt to the individual needs of all families
- make sure children feel safe and happy in the absence of their parent/carers and that staff empathise with each individual
- promote children's confidence and growing independence, therefore allowing them to access the full range of experiences provided
- give staff time and space to get to know new children and their carers whilst they are settling in



- welcome families into the Nursery and encourage their involvement
- make it clear to families that they will be supported during the settling in period and beyond by staff who are always approachable
- provide a welcoming and stimulating environment that helps children to make connections between home and nursery experiences
- be responsive and flexible taking into account the individual needs of the children and carers
- to make the nursery a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Welfare Requirements of the Early Years Foundation Stage. Each setting must offer a key person for each child.

Procedures

- We allocate a key person before the child starts.
- The key person is responsible for the induction of the family and for settling the child into our setting.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our nursery and at home.

All staff offer unconditional regard for the child and are non-judgemental.

Transition and Settling-in

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our welcome pack, prospectus and policies), displays about activities available within the nursery, information days and evenings and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the nursery.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We may offer a home visit by the person who will be the child's key person, to ensure all relevant information about the child can be made known.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.



- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left.
- All new children are befriended by children already at the nursery and mentored.
- We praise the children and encourage them to explore the nursery environment.
- We implement a programme of staggered entry so the children and staff have more time to get to know and become comfortable with each other.
- We have a programme of adult and family classes to which all parents / carers are welcome.
- Parents are encouraged to share their skills and interests with us.
- Children are invited to bring articles from their home to enrich our cultural environment.
- Parents and carers are encouraged to inform the teaching staff of changes in family circumstances.

From Nursery to Primary school:

At Apples and Honey Nightingale, we recognise that moving on to Primary school can be both an exciting and challenging time. Starting school is a big step for children and the rest of the family and it can be difficult to predict how children will react to their first days at school. However, with some preparation and thought we can make this time enjoyable and fun. This section of our Transition Policy outlines the measures we take to ensure the transition from nursery to Primary school is a smooth process that results in a positive experience for everyone.

Aim

- to provide a smooth transfer from Nursery and to Primary school
- to ensure that relevant information is transferred to ensure continuity in learning for the child
- to develop close links and effective links between nursery/school.

Procedures

Nursery staff will:

- Encourage independence
- Acknowledge the child's feeling and reassure them
- Keep parents informed of any concerns



- Familiarise self with shared information
- During the half-term before the child starts nursery staff will talk about starting school and provide books, stories and role play opportunities supporting this transition.
- Copies of the child's end of year report will be forwarded to their new school and their Record of Achievement is given to the parents to hand onto the child's new teacher.

Parents/carers will be encouraged to:

Before starting school: ·

- Promote independence ·
- Help their child in making new friendships
- Acknowledge their child's feeling and reassure them

When starting school: ·

- Ask staff to help if their child is upset ·
- Leave them with a quick goodbye ·
- Be on time at the start and end of the session ·
- Take time to read letters and notices ·
- Share relevant information with staff throughout the year ·
- Settling in may take a while - be patient ·
- Complete a background form informing staff of their child's likes/dislikes/former experiences. Although this is not compulsory it assists staff in supporting their child fully.

Outcomes For children ·

- To feel at ease with transition to school. ·
- To have opportunities to discuss emotions about the transition to school. ·
- To feel supported by the adults in their lives in the transition to school.

For families ·

- To understand what the transition programme entails and to feel involved in their child's transfer to school. ·
- To feel reassured that their child's emotional well being is being catered for. ·
- Good communication between parents/carers and staff.

For educators ·

- Good communication between parents/carers and staff. ·
- Children transfer to school with confidence.

Completed:4/9/17

To be reviewed: 4/9/18