



## **EYFS Requirement**

This policy has been written in line with the Early Years Foundation Stage Safeguarding and Welfare requirements.

## **Related Policies**

Child Protection Policy  
Inclusion Policy  
Equal Opportunities Policy  
Partnerships Policy  
Key Person Policy

## **Legislation**

Working Together to Safeguarding Children  
Children Act 1989  
Children Act 2004 (Every Child Matters)  
Children Act 2006

## **Introduction**

Children experience many transitions in their early years, some of these planned and some unplanned. At Stepping Stones we are sensitive to the difficulties children may have whilst going through these transitions.

## **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
- Death of a family pet.

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. If the transition is due to occur at the nursery, e.g. room changes, the nursery will fully support the child through this process in the following ways:

### **Moving Rooms Procedure**

- If the child/young person is due to move rooms due to age and stage readiness, we will work with the parents/carers to ensure this is a seamless process in which the child/young person is fully supported at all stages
- The child/young person 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/young person's key worker will go with the child/young person on these initial visits to enable a familiar person to be present at all times.
- The child's current key person will liaise verbally with the child's new key person and parents and pass on information regarding stages of development. A room to room transition form will be compiled, read and signed with parent's comments.
- Wherever possible groups of friends will be moved together to enable these friendships to be kept intact and support the children/young people with the peers they know
- Parents/carers 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/young person 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.
- Transition between baby, toddler and pre-school is reviewed with parents/carers and staff. When children reach the age of two a review is held between their parents/carers and key person to discuss progress in line with the EYFS requirements 2012. A joining pre-school review will also take place to discuss availability of 15 hours per week free government funding and to complete a new contract and produce birth certificate/red health book to validate each child/young person's date of birth.
- A room to room transition form is completed on the child's prime areas of development and settling in by their current key person and new key person.

## Starting School

Starting school is a huge transition 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.
- The nursery will invite school representatives into the nursery to introduce them to the children.
- The key person will initiate conversations with their key child/young person, who are due to move to school, about the school and discuss what they think may be the difference and what may be the same. They will talk through any concerns the child/young person may have and initiate activities or group discussions relating to any issues enabling these to be overcome.
- The nursery will ensure a comprehensive Learning Journey is produced on each child/young person starting school to enable teachers to have a good understanding of each child/young person 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.
- Transition forms will be compiled detailing each child's progress according to the 7 stages of development in the EYFS 2012. Following the transition meeting with parents this document is made available for parents to pass on to the child's new school in their learning journey along with their tracker, permission will be gained from parents for the setting to share the information from the transition with the school or setting and then posted on them.

### **We have a variety of methods that support this:**

- The nursery will invite school representatives into the nursery to introduce them to the children
- 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
- If the child is still attending Stepping Stones while also attending the school we will provide a setting to setting to parent communication book so all parties are kept informed of the child's welfare and development.
- 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.

## **Family breakdowns**

When parents separate it is a difficult situation for all concerned. The nursery understands that emotions run high, staff in the nursery will ensure that they 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**

Stepping Stones n will offer support to all concerned should this be required. If parents or carers 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.

## **Separated family**

When parents separate it is a difficult situation for all concerned. The nursery understands that emotions run high, the staff will support the child and their family within the nursery.

## **Registration**

During the registration process it is important for the nursery to know all details about both parents or carers. This includes details about who does or does not have parental responsibility as this will avoid difficult situations that may arise at a later date. The nursery requests that all details are logged on the child registration form. If a parent does not have parental responsibility, or has a court order in place to prevent this, the nursery needs a copy of this documentation for the child's records.

## **The nursery will:**

- Ensure the child's welfare is paramount in all operations relating to their time within the nursery
- Comply with any details of a Court Order where they are applicable to the nursery's situation, provided the nursery has seen a copy/has a copy attached to the child's file
- Provide information on the child's progress within the nursery to both parents
- Ensure that all matters known by the staff pertaining to the family and the parent's separation shall remain confidential

- Ensure that no member of staff takes sides within the separation and treats both parents equally and with due respect.

**The nursery cannot restrict access to any parent with parental responsibility unless a formal Court Order is in place. We respectfully ask that parents do not put us in this position.**

**We ask parents to:**

- Provide us with all information relating to parental responsibilities, Court Orders and injunctions
- Update information that changes any of the above as soon as practicably possible
- Work with us to ensure continuity of care and support for your child
- Not involve nursery staff in any family disputes, unless this directly impacts on the care we provide for the child
- Talk to the manager/key person away from the child when this relates to family separation in order to avoid the child becoming upset. This can be arranged as a more formal meeting or as an informal chat
- Not ask nursery to take sides in any dispute. We will only take the side of your child and this will require us to be neutral at all times.

This policy was reviewed in; June 2014

Signed on behalf of the setting; (Caroline Betts) Signature.....

Date for review; August 2014