



Chelsea Open Air Nursery School

Transition

(Settling in, Induction and Transition)

The policy above will be monitored and evaluated following the policy cycle at

Chelsea Open Air

TRANSITIONS TO AND FROM CHELSEA OPEN AIR POLICY:

Introduction:

At Chelsea Open Air Nursery School and Children's Centre we want our children and families to feel respected, happy, secure, and settled. We believe that every child is unique and we strive to develop each child to their full potential. In order to do this we will work in partnership with our families so that we all contribute to the child's learning and development. We recognise that transition, both in and between schools/settings, can be a difficult process. This policy has been developed to support everyone involved to make them the best possible experience.

Defining transition:

Transition is any kind of change that may alter the routines that the children, and adults, are used to. This can include physical space and premises such as setting/school, staff and curriculum. It can also be external and involve a change in family structure or circumstances.

Possible transitions:

- Transition from home or child minder to COA.
- Transition to and from another early years setting.
- Transitions from COA to a variety of primary schools in the maintained and independent sectors.
- Transitions involving staffing, daily routines, curricular provision, changes in environment with different rooms including inside and outside within COA.
- Transitions involving changes in hours.

Aims:

- To support children and families through transitions in order to make a real difference to them.
- To ensure that information is shared in a two-way process which is always open and reflective.
- To ensure everyone feels involved in the process including the child.
- To be sure everyone's feelings and thinking are respected and, when necessary, treated with confidentiality.
- To ensure that our practice ensures effective continuity and progression between the nursery school and children's centre as well as with childminders/settings/schools we receive from and send children to.
- To support families through periods of change at home.

Features of a positive transition:

- Everyone feels comfortable, safe and valued
- Positive attitudes are encouraged
- Being included and actively involved
- Being listened too and respected
- Providing positive relationships
- Providing supportive emotional and physical environments
- Growing resilience

Points to consider:

- Young children should be able to enjoy the 'here and now'.
- Young children do not have the life experiences to draw strategies from to support them in new situations.
- Adults and children all need their emotional well-being supported in order to develop resilience.
- The physical environment and the emotional environment are equally important.
- Parents and families, as well as the different understandings they bring, must be respected.
- We must take time to listen and act on what we hear.

Areas to consider when reviewing practice:

- For children to understand that other children and adults will be sharing their day.
- For parents to feel comfortable separating from their child.
- For childminders/carers to feel confident in being the "go-between".
- For staff to be aware of significant transitions in a child's life at home e.g. bereavements, separations, divorce, imprisonment, trauma, vulnerabilities etc.
- For staff to consider and use individual strategies such as home/school books in order to support children and families.
- For staff to reflect upon attitudes, emotional environments, provision and support for individual needs and interests to support each child.
- For staff to support children to gain the strategies to deal with change as it happens, which, in-turn supports their wider learning.
- For staff to consider this transition policy in relation to our admissions and settling in policy.
- For staff to carefully consider the perceptions of parents and visitors to COA so that all meetings and documentation are clear, positive and

based upon growing mutual understanding. E.g. the wording of documents, clear photocopies and clarity of information.

- For staff to consider the number of transitions from a child's point of view, the parental viewpoint. The team should ensure the best flexible support and guidance is provided for all. E.g. setting up, breakfast club, registration, tidy up time, story time, lunch time, home time, after school club etc.
- For staff also to consider students/volunteers and the many visitors and residencies we host and how they fit into our routines.
- For staff to regularly audit our provision with the aim of improving it for all.

Conclusion:

We can make such a difference to the lives of children and their families as well as aiding ourselves in our daily work. Thus the regular review of this and related policies will improve experiences for all.

Please read in conjunction with:

- Practice Guidance for the Early Years Foundation Stage Curriculum. DCSF (2008).
- Excellence and Enjoyment: A Strategy for Primary School (DfES, 2003).
- United Nation Rights of the Child Articles 3,29, 31 (1990)
<http://www.unhchr.ch/html/menu3/b/k2crc.htm>
- Every Child Matters (HMSO, 2003)
- Childcare Act 2006 (HMSO, 2006)