



# Wattisham Airfield Childcare Centre

## Transitions

Wattisham Airfield Childcare Centre acknowledges the support and reassurance a child will need to be given in order to retain their self confidence during their transition period when moving through into different rooms, settings and on to school. This can be an anxious time for children and their parents/ carers and Wattisham Airfield Childcare Centre aims to make this process as smooth as possible.

### **Moving rooms within the centre.**

The key person will communicate with the parent/ carer about moving up and organise taster sessions in their new room, Tasters generally consist of a 1hour session with their current key person followed by a 2hour session with their new key person if already allocated. All staff are aware that settling in sessions may vary between different children and that more settling in sessions may be needed for some children before the final move.

Parents/ carers and the key person need to agree that the child is ready for the change whilst where possible talking with the child about moving rooms on a regular basis to aid the smooth transition.

The following procedures apply when moving from rooms within the childcare centre:

- Speak to the parents and agree their child is ready to move rooms.
- The key person to produce a letter to the parent/ carer about the room move, change in key person and taster session dates and times.

- Introduce the parents/ carers to the new room they will be moving to and introduce new staff.
- In preparation for the move the current key person completes a 'room movement sheet' where they provide information about the child to pass on to the new key person. This aids the new key person in supporting the child's settling in process by providing activities the child enjoys, any comforts and routines.
- It is the current key person's responsibility to ensure the child's tapestry observations and reports are up to date.

We value our partnership with parents and offer them every opportunity to be involved in their child's settling in process and be with their children while they settle in to their new environment if they wish.

### **Moving from another setting**

When starting with us in any room we provide taster sessions to settle them in. 1 hour with parents, 2 hours on own and then into their full regular sessions. These are adjusted where necessary. During the first taster session parents complete an All about me form on Tapestry for the child, indicating their preferences, routines, comforts and any concerns they may have.

With parental permission we can contact the previous setting to discuss with the child's key person/teacher what stages they are at within their development and activities they enjoy. If the previous setting used Tapestry online learning journey we will request that they send information to us.

### **Moving to another setting**

If a child from our care is moving to another setting we transfer their Tapestry account or send in pdf form. This enables the new setting to see exactly where the child is in their development.

Children that need additional support or find the transition daunting we contact the setting and create photo books for the child to take home and keep at nursery to familiarise them

with the transition that is going to take place. The keyperson completes a transition passport.

## **Moving on to school**

Documents provided from surrounding schools will be shared with parents as soon as possible. When school applications are due in the January before they start we support the parents in this process.

Once schools have been allocated we start the transition process. We contact the schools to arrange times and dates for the reception teacher to visit the pre-school and ask for resources to be left with us e.g uniforms, photos etc.

We also try and arrange for the room leader to visit the school on their first open day for the children.

In the lead up to this move we use social stories, puppets and role play to help support children for this transition.

We arrange meetings with all schools to pass on relevant information about children who need additional support and those with SEND. Any IEP's/Plans are passed on and we discuss with the teachers how we have been supporting these children.

If the school uses Tapestry, we will transfer the whole individual account over. If not we will send in pdf form along with a one page profile.

For children with SEND we additionally complete a transition passport.

This policy was adopted at a meeting \_\_\_\_\_ name \_\_\_\_\_ of  
of \_\_\_\_\_ setting  
Held on \_\_\_\_\_ (date)  
Date to be reviewed \_\_\_\_\_ (date)  
Signed on behalf of the management \_\_\_\_\_  
committee \_\_\_\_\_  
Name of signatory \_\_\_\_\_  
Role of signatory (e.g. chair/owner) \_\_\_\_\_

**Review dates:**

Date \_\_\_\_\_ signed \_\_\_\_\_

Date \_\_\_\_\_ signed \_\_\_\_\_

Date \_\_\_\_\_ signed \_\_\_\_\_

Date \_\_\_\_\_ signed \_\_\_\_\_