Transition Policy

At **Pomfret Woodland Community Nursery** we recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these 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 or close friend
- Death of a family pet.

Staff are trained to observe their key children and to 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 behaviour.

Starting nursery

We recognise that starting nursery may be difficult for some children and their families. We have a Settling in policy to support the child and their family.

Moving rooms procedure

When a child is ready to move to a different room in the nursery, we follow the process set out below and work with the parents to ensure this is a seamless process in which the child is fully supported at all stages. This may include a handover meeting between the existing key person, new key person and parents where requested, otherwise the existing key worker will speak to the new key worker and complete a full transition briefing prior to the child's first visit.

- Planning according to the individual needs of the child and when they are ready to move, some children need a little longer and we try to accommodate to these needs where possible.
- Enabling the child to spend short sessions in their new room, where possible with their key person initially, prior to the permanent mov so they feel comfortable in their new surroundings and have a familiar person always present. These sessions will be shared with the parent via the parent app, and staff members will document how they've done during their visit through observations or if they're transitioning Bumblebees to ladybirds, they'll receive daily diaries for the first 2 weeks.

- Wherever possible transitioning groups of friends together to enable these friendships to be maintained and support the children with the peers they know.

- Keeping parents informed of all visits and the outcomes of these sessions e.g. through photographs, discussions or diary entries via the parent app.
- Parents will receive information about the new room team and key person before the child starts transition visits. Parents are encouraged to keep their children about me section up to date regularly so that existing key worker, new key worker and other staff members are always up to date with each child.
- If a child requires more support this will be discussed between the key person, parent, manager, room leader and area co-ordinator of the new room to agree how and when this will happen.
- When children move from Bumble bees to Ladybirds staff will maintain completing their daily diary via the app for the first two weeks.
- Children will move the half term after their 2nd and 3rd birthday; this means that children will move up with their friendship groups.
- New key workers are encouraged to access their new children about me to gain a better understanding of the child, have conversations with their parents and existing key worker and make themselves known whilst they're in their existing room.

Starting school or moving childcare providers

Starting school is an important transition and some children may feel anxious about the move. We will do all we can to facilitate a smooth transition and minimise any potential stresses. This following process relates to children going to school. However wherever possible, we will adapt this process to support children moving to another childcare provider e.g., childminder or another nursery.

- We 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 and of the teachers. This helps the children to become familiar with this new concept and will aid the transition.
- Build relationships with local schools where possible throughout the year and invite them to visit the children at nursery during their final term, so they can introduce themselves to the children. Ask schools for transition booklets for children and parents to look through to meet the staff, see what the setting looks like and familiarise themselves with the new environment this is especially done for those children with SEN needs.
- Each key person will talk about the schools with their key children who are due to move to 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 to help children overcome these.
- We produce a report or a phone call will be had with every child's new setting to enable teachers to have a good understanding of every 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.
- With parental permission around school allocation day, we may share details of the schools' children are going to so parents can see which children may be going to the same school. This can offer some reassurance for the children to know that are moving with some familiar peers.

Other early years providers

Where children are attending other early years settings or are cared for by a childminder, we will work with them to share relevant information about children's development. Where a child is brought to nursery or collected from nursery by a childminder, we will ensure that key information is being provided to the child's parent by providing the information directly to the parent via email, video call or telephone.

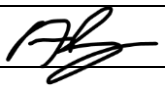
Moving home and new siblings

We recognise that both these events may have an impact on a child. Normally, parents will have advance notice of these changes and we ask parents to let us know about these events so we can support the child to be prepared. The key person 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.

Bereavement

We recognise that this may be a very difficult time for children and their families and we will endeavour to offer support to all concerned should this be required.

If parents feel that their child requires additional support because of any changes and/or transitions in their life, we ask that you speak to the nursery manager and the key person to enable this effective support to be put into place.

This policy was adopted on	**Signed on behalf of the nursery**	**Date for review**
14.07.2026		14.07.2027