Sticky Fingers Pre-School
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24 - Transitions Policy

Statement

There may be occasions where children move between several different settings in the course of a day, a week, a month or a year, for example attending another setting or a childminder alongside us. This information is requested on the enrolment form. This policy sets out how we work with other settings to ensure a smooth transition for both the child and parent(s). Children's social, emotional and educational needs are central to any transition between one setting and another or within one setting. Some children (and their parents) will find the transition process an emotional and stressful time while others will enjoy the experience.

"Effective communication between settings is key to ensuring that children's needs are met and there is continuity in their learning" DFES – Early Years Foundation Stage

Aim

Sticky Fingers Pre-School is committed to ensure a happy, smooth and secure transition between settings and key workers for parents, children and practitioners.

Transition into Pre-School

- **Enquiries to Sticky Fingers -** Parents are initially given a parent pack, containing important information about the pre-school. Should parents wish to proceed with enrolling their child with us, they are encouraged to visit our setting and see us in action! They then return the enrolment form and relevant parental consents to the pre-school Manager.

- **Starting Pre-School -** Following receipt of the completed enrolment form and relevant consents, the Manager will confirm in writing the child's start date via a confirmation letter, which details the confirmed start date and sessions booked in. Furthermore it will detail what documentation is required to be brought /provided on the first day (if not yet returned) and offering a home visit or bringing the child in again before their start date (which we are happy to arrange) to support the settling in procedure. Alongside this confirmation letter we add the key worker letter, detailing who will be their child's key worker and their role, plus the Early Years Entitlement leaflet for their information and safekeeping. Please refer to the Admissions Policy.

- **Settling In –** When a child starts with us, the child's key worker will work with the parent(s) as to the best way to settle their child into their new learning environment. We offer a range of methods to support the settling in for both the child and parent(s). For example, to provide a courtesy phone call to inform parents how their child's first session is going, parents can stay for however long they wish for the first session. We also have a visual timetable displayed in the setting to support the routine and help prepare what activity is coming next before home time.

It is important that the settling-in period is a stress free one for both the child and parent(s) and it is here that the key worker will use this time in encouraging early partnerships in getting to know your child, and yourselves, to develop a close relationship and help the child to become familiar with the setting and safe and comfortable within it. In order to build positive relationships which will provide support and ensure your child has a happy pre-school experience.
Please also refer to the settings "settling-in policy (23)".

- **Sharing of information -** Communication is key to ensuring your child's needs are met. We recognise that parents are their child's first and upmost educators and we appreciate that parents are busy and that it is difficult to speak to you all at the end of the session. However, with this in mind, we provide many communication methods enabling the communication links to keep flowing between home and pre-school.
  We operate an "open door" environment, where parents are always welcome to come in and stay at drop off and pick up times. We feel this is an important time, before the day starts, to share information, on a two-way basis to parent/carer or parent/carer to staff. If parents and key workers/staff can't communicate at drop off/pick up time they can share messages through Tapestry; this is particularly beneficial to those working parents or those children attending other settings/childminders, ensuring we strive to work in partnerships to meet the needs of the children we share. We also provide parent appointments where parent(s) can come in and see their child's key worker and discuss their child's developments within the home and learning environments, share their child's pathway record and discuss their child's next steps.
  For those children who are leaving us to attend another setting, we will share/hand over the child's tapestry record, with a covering letter so that those individual needs and their next learning steps may continue within their new setting.
  Moving up to school is another important transition and, as such we have a process in place where key workers for each child complete a transition form. Should a child attend another setting also, then we would make every effort to liaise with the child's key worker in that setting and complete the transition form together, in order to get a complete overview of a child's development. These transition forms are shared with parents beforehand, and are passed to the reception teacher.
  In the event that a child has a learning difficulty then (with parental permission) we would be working in partnership and sharing information with other professionals, such as speech therapists, health visitor, area SENCO.

Transition from Pre-School into School

The pre-school has good strong links with Abbas & Templecombe Church School and by being on the school site we can ensure children have a secure and smooth transition into school life. The Pre-schoolers will gradually get to know their reception class teacher and their new learning environment during our inductions held in the summer term, in preparation for their entry to school.
The same applies if your child will be attending another local school, we will ensure your child meets their class teacher prior to starting, ensuring a happy transition to school.

Inductions – We work with the reception class teacher to make sure we have happy, smooth and secure transitions, for the upcoming move up to school. Under normal circumstances i.e. with no Covid-19 restrictions, we provide various opportunities for the children to meet their new teacher (and vice versa) and learning environments prior to starting school, to support the transition process. For example; visits to the pre-school setting and spending time getting to know new students, taking the children over for tours around 'big school' and inviting the children into school for their play afternoon in their new classroom.

The parents are made aware of all this as we write to the parents detailing all of the induction information and important dates.

- **Discussions –** During the half term before children start school, we will be discussing positively the inductions we have in place to help prepare the children. We read stories based around starting school which lead to discussions and opportunities for the children to talk about their feelings. If there are children who are demonstrating anxiety or fears about the process then we will support these children further and work in partnership with parents, for example, by bringing in our persona doll and having some discussions tailored around the discussion of starting school.

- **Practitioners Links to School –** As mentioned above, key workers complete a transition form, detailing the child's characteristics, interests, areas of strength and areas of weakness. This form is shared with parents before being passed onto the reception teacher, giving the teacher an overview of your child's development in a holistic approach.

  The Manager also has a meeting with the reception teacher to discuss each child's interests, developments and friendships.

- **Leaver's celebration –** This takes place at our fun end of term celebrations, which is followed by our picnic and then our mini leaver's prize-giving ceremony. This is where the key workers present the leavers with their farewell gifts and art folders as a keepsake of their learning journey during their pre-school experience. All parents and family of the pre-school children are invited to attend and join in with this milestone celebration.

- **Children's paperwork –** As mentioned above these are presented to the children and parents at the end of their time at pre-school. We also make them available for the reception class teacher to look at during our meetings.

Transitions to childminders

- **Manager/Key worker Links –** Please see "sharing of information"

Informing parents of changes to policy

Policies are checked/updated every year and are on our website. Parents/carers will be notified if any other changes are made in year.

Links to other policies and legislation

- Legislation – Children Act 2004, Childcare Act 2006, Every Child Matters Outcome*:* *Enjoy and Achieve, Make a positive contribution*

- EYFS General Welfare Requirement*:* Documentation, Safeguarding and promoting children's welfare, Organisation

- Policies - Admissions policy(1), Settling-in Pre-School policy(23),Equality and Diversity Policy (6) and Complaints policy (5)

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.4 Health and Well being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.1 Observation Assessment Planning 3.2 Supporting every child 3.3 The Learning Environment 3.4 The Wider Context	4.1 Play and exploration 4.2 Areas of Learning

This policy was adopted by Sticky Fingers Pre-School

On 6th October 2026

Date to be reviewed October 2027

Signed by Chairperson



Name of Chairperson Ashley Panton