



Supporting Transitions

At Little Explorers Day Nursery and Preschool 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.

Basing on the individual needs of the child and when they are ready to move based on age/stage of development

- Enabling the child to spend short sessions in their new room prior to the permanent move to so they feel comfortable in their new surroundings with their key person initially so they have a familiar person present at all times
- Wherever possible transitioning groups of friends together to enable these friendships to be kept intact 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
- Only transitioning the child when they feel settled and ready to move. If a child requires more support this will be discussed between the key person, parent, manager and room leader of the new room to agree how and when this will happen. This may include moving their key person with them on a temporary basis.

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, a role play area set up as a school classroom, photographs of all the schools the children may attend. 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 key events or we will attend key events, e.g. nativity, sports day
- We invite school representatives into the nursery, where possible or invite them to talk via online platforms such as Zoom so they have the opportunity to introduce themselves to the children
- Where possible we use other ways to support the transition to school, e.g. inviting previous children from the nursery who have moved on to school to come back and talk to the children about their school experiences
- Where possible we plan visits to the school with the key person. Each key person will talk about the school 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 comprehensive report on every child leaving the setting and with parental permission will share this with the school 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 parent/carers 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.

Family breakdowns

We recognise that when parents separate it can be a difficult situation for all concerned. We have a separated families' policy that shows how the nursery will act in the best interest of the child.

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 have a separate policy on bereavement, which we follow to help us offer support to all concerned should this be required.

If parents feel that their child requires additional support because of any changes/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.

Individual Transition Support

- Individual transition plans for children who may need additional support
- Additional settling sessions where needed
- Gradual transition arrangements based on the child's needs rather than age alone
- Emotional wellbeing support during transitions

SEND, EAL and Vulnerable Children

- Adapted transitions for children with SEND
- Support for children with EAL including visuals, familiar words and parent partnership
- Support for children with attachment difficulties, trauma or safeguarding vulnerabilities
- Working with outside professionals where appropriate

Role of the Key Person

- Key person responsibility during transitions
- Building secure attachments before transitions occur
- Sharing information with new rooms/providers/schools
- Monitoring emotional wellbeing after transition

Partnership with Parents/Carers

- Ongoing two-way communication with families
- Parent meetings before significant transitions
- Sharing strategies used at home and nursery
- Encouraging parents to share concerns or changes promptly

Information Sharing and Confidentiality

- Sharing information in line with UK GDPR and data protection requirements
- Obtaining parental consent where appropriate
- Sharing safeguarding information without consent if necessary to protect a child
- Secure transfer of records and reports

Working with Other Professionals and Providers

- Liaison with schools, nurseries, childminders and other professionals
- Sharing development summaries and learning information
- Multi-agency working where required
- Supporting continuity of care and learning

Supporting Emotional Wellbeing

- Recognising signs of anxiety or distress during transitions
- Using books, role play, stories and visual supports
- Providing reassurance and familiar routines
- Allowing children time to express feelings

Unexpected or Unplanned Transitions

- Sudden family changes
- Emergency care arrangements
- Social care involvement
- Long-term parental absence
- Sudden illness or bereavement
- Sudden staff or key person changes

Staff Changes

- Supporting children when their key person changes
- Introducing new staff gradually where possible
- Maintaining consistency and familiar routines

School Transitions

- Transition visits and school readiness activities
- Sharing transition reports with schools
- Working with reception teachers
- Supporting children emotionally before and after school starts

Monitoring and Review

- Reviewing how well children settle following transitions
- Ongoing observations following transitions
- Adjusting support strategies if needed
- Recording transition discussions and plans

Inclusion and Equality

- Ensuring transitions are inclusive for all children and families
- Respecting cultural, linguistic and family differences
- Making reasonable adjustments where required under the Equality Act 2010

Safeguarding Considerations

- Ensuring transitions are managed safely and sensitively
- Considering safeguarding risks during periods of change
- Maintaining clear communication between professionals
- Supporting children experiencing adverse childhood experiences (ACEs)

24/01/2022

19th May 2026