

TRUST POLICY

Nursery Handbook – Supporting Children’s Transitions Policy



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1. Introduction

Some children are particularly vulnerable at times of transition. Moving from a place or situation in which children feel “known” into one in which they feel “unknown” can raise insecurities about having their entitlements and needs met. While some children have the resilience to cope with change, others are more vulnerable to uncertainty.

(Birth To 5 Matters 2021/24 page 16)

2. Policy Statement

University Hospitals Sussex NHS Foundation Trust nursery staff recognises that children experience many transitions in their early years, and staff need to be sensitive to the difficulties that parents, carers and children may have whilst going through these transitions.

Nursery staffs are trained to observe the needs of their ‘Key Children’ and the wider attendance in their playrooms and as such will be sensitive to any changes in their behaviour and personality. To ensure the children’s wellbeing is met we respectfully request that parent and carers inform nursery staff of any changes in the home environment that may impact on their child so staff are aware of the reasons that may impact on changes of behaviour.

3. Supporting Transitions in Nursery

The nursery will support children through the following transitions they may experience.

Children will move playrooms dependent on age, stage of development and the readiness to progress. Availability of a place in the proceeding playroom will also be considered.

Staff will liaise with the parent or carer when a child is due to move rooms ensuring this is a seamless process.

The child will spend short sessions in the new room up to a month prior to the permanent move; this will allow the child to become familiar and confident within the new surroundings and build relationships with other staff and children. Visits will increase in length as the child becomes more confident and will vary at different times of the day ensuring the child has experienced, lunch time, sleep time, free flow etc.

When possible, the child’s ‘Key Person’ will go with the child on the initial visits and will provide all information about the child to the new ‘Key person’. A transition sheet or summary of progress will be completed by the current Key person and shared with new appointed key person.

The ‘All about Me’ is also updated as appropriate. Any further information it will be completed within the nursery, ensuring everything is ready for your child’s first day in their new room.

Where possible groups of friends will move playrooms to ensure friendships groups remain and there is the support of peers.

Parent and carers are informed of all visiting sessions and updated on progress of visits.
Feedback will be given after each settle.

Only when the child has settled through 'tastier' sessions will the move become permanent.

Parent and carers are informed when the date of the playroom change will commence.

4. Transitions to School

The nursery will plan activities, group sessions and provide appropriate resources to support the child[ren] with the transition to school i.e. uniform fancy dress, supporting books, adaption of the role play area.

Local schools will contact the nursery during the summer term to either arrange to meet the child[ren] that will be attending the school, or we have a telephone consultation.

The Nursery welcomes representatives into the setting to introduce themselves to the child[ren]. We will inform parents before this happens and provide feedback after the visit.

West Sussex Local Authority arranges transitional meetings between settings and local primary schools. Nursery representatives will attend.

The 'Key Person' will initiate conversations with key children who are due to move to school. The Key Person will be sensitive to the needs of the children and will talk through worries and concerns and enable them to overcome them.

A 'Persona Doll' may be used in the nursery to support children with their emotions linked to transitions.

The nursery will provide the school with a comprehensive report of the child, providing details of their interests, strengths and levels of development in key areas.

Those children with SEND or having additional support with other professional's information will be shared with the consent of the parent or carer.

Learning Journals and any other artwork etc will be sent home with the child.

The nurseries will arrange a parent evening during the summer term to discuss their child's progress and preparation for school

An annual 'Leavers Party or event' is organised. This encourages the children to embrace the changes ahead whilst giving the children, families and staff the opportunity to say, 'thank you' and 'goodbye'.

5. Home Environment

The nurseries recognise that the home environment impacts hugely on the wellbeing of a child in nursery and will endeavour to support the child and family through any difficult periods.

The nursery will ensure the child's welfare is paramount in all operations relating to their times in the nursery.

Parent Partnership working is vital. Any information that could impact on a child's behaviour or wellbeing i.e. change in living arrangements, family separations, bereavement should be shared with the child's Key Person or the Nursery Manager.

In the case of a family breakdown, we will comply with any details of a Court Order where it may be applicable to nursery situation; thus, provided that the nursery has seen a copy/has a copy attached to the child's file.

Any changes to existing Parental Responsibility documentation the nursery already have cannot be changed unless legal documentation is provided.

The nursery will provide information on a child's progress to both parents if requested.

6. Links to other Trust policies

UHSN006 Nursery Handbook - Admissions Policy
UHSN016 Nursery Handbook - Child Settling Policy
UHS Nursery Parent and Carer Partnership Policy