

Supporting Children

Top Tips

- Visit children in their familiar environment observe and get to know them
- Communicate with key persons to gather relevant information including any Special Educational Needs, cultural and linguistic requirements
- Invite children to visit you and get to know their new setting
- Make time to share experiences during the transition period
- Create a photo book and talk to children about the changes that will be happening
- Use settling-in bags to support the child
- Make time for observations and conversations - don't make assumptions!
- Set up a comfortable environment full of familiar resources. Think about keeping things the same as the child saw it last
- Answer key questions the child may have through a welcome book or social book
- Take friendship groups into account and spend time introducing children to each other
- Successful transition needs time!



Supporting Parents and Carers

Top Tips

- Try to share information in as many ways as possible, taking into account parental need
- Provide a welcome booklet including information about routines, photographs of staff members, the curriculum and the organisation
- Hold informal meetings to share information about the child's new setting
- Display a photo board of staff members
- Offer families a key person as a point of contact
- Make provision for one to one time between the key person and the family
- Provide opportunities to welcome parents and carers into their child's environment
- Encourage parents and carers to meet and support each other
- Provide a worry box for parents and carers to share any anxieties
- Offer support with links to other relevant professionals such as interpreters, health professionals and relevant education services



Throughout the day

Top Tips

- Create a travel diary for each child recording their experiences and significant events
- Take friendship groups into account during this time and spend time introducing children to each other from all carers that they meet during their day or week
- Find out what a child's journey through the day looks like and who is part of their day
- A key message board could be used to record important daily information
- Stagger timings to talk to carers during key person handover
- Create a photo board of the adults that children will meet during their day in the setting, including: lunchtime supervisors, caretaker, first aiders, and admin staff
- Keep up to date contact information for all carers
- Keep an accessible record of who is collecting the child on particular days
- Work with parents and carers to understand children's transitions from setting to setting during the course of the week



New Setting

Top Tips

- Offer familiar environments and routines
- Visit the child in their current setting – this could be at home and/or day care
- Provide opportunities for the child to visit their new setting in managed short relaxed bursts
- Make a home book for the child to keep at the new setting
- Provide a positive memory of their visit to the setting – like a photograph
- Make a welcome booklet for the parent or carer to share with the child
- Provide links to other relevant professionals such as health visitors, social care or English as an Additional Language (EAL) and SEN specialists
- Try to share information from previous settings – this will be invaluable
- Develop ongoing links with feeder settings
- Offer a flexible and reflective approach that allows you to start from where the child is and what they enjoy



Within the Setting/School

Top Tips

- Successful transition needs time
- Try to offer opportunities for children to explore and visit their new learning environment regularly
- Provide opportunities for new practitioners to engage with the child and develop relationships
- Create a learning environment that builds on previous environments and the child's individual needs
- Make opportunities to plan time for present and new key persons to share knowledge and information of the child including any Special Educational Needs, and cultural and linguistic requirements
- Communicate with parents about this next step and the changes that will be happening
- Have an open session for children to introduce their new key person and environment to their parents and carers
- Take time to review how the child has settled
- Review the transition process and consider the implications for future transitions
- Take friendship groups into account during this time and spend time introducing children to each other



Curriculum Learning and Development

Top Tips

- Provide a curriculum that is appropriate and relevant to the child's needs and interests
- Ensure all practitioners have a clear understanding of the aims and principles of the Early Years Foundation Stage and those aspects that will need to be continued
- Have a two way dialogue with parents and carers about their child's learning
- Share information and records between all adults involved in the child's care and learning to ensure continuity between and within settings
- Allocate time and resources to facilitate discussion between practitioners
- Liaise with relevant professionals regarding specialist needs for support, guidance and resources
- Ensure that parents have an understanding of the new routines and expectations
- For pre-school children, focus on the needs and interests of the child and create a comforting, familiar and nurturing environment which is play based
- For Reception children, prepare an Early Years Foundation Stage environment which is based on their previous experiences
- For Year 1 children – use any of the Early Learning Goals not yet reached as starting points for learning intentions at the beginning of the year and provide an accessible, stimulating environment that mirrors aspects of the child's Foundation Stage experience

