

## **Busy Bees Transition Policy**

*At Busy Bees we recognise that transitions into school can be an anxious time for children and parents. Research has shown that the resulting stress can have a far reaching impact on children's emotional well-being and academic achievements.*

*As adults we know that some of us seem better at coping with change than others. This ability is likely to be rooted in our childhood experiences, as the children who are best supported through early transitions learn positive ways of coping with stress whenever it occurs at any stage of their lives.*

*At Busy Bees we therefore make transition a priority and aim to ensure that they are as smooth as possible. We recognise that transitions occur at various times such as: when entering the nursery, when moving into new rooms within the nursery and when leaving the nursery to attend another setting or school.*

### **When entering the nursery.**

*We actively encourage children to make frequent visits to the nursery with their parents/carers for as long as is necessary, so that they become familiar with the nursery environment and staff. This is of particular benefit to the younger children, but also helps older children who may be new to the nursery environment.*

*Upon entry children will be allocated a 'key person' who is especially assigned to supporting the child, liaising with parents, keeping up to date with developmental records and planning appropriate activities to suit the child's learning needs and interests.*

*We aim to involve parents and carers as much as possible in their children's learning and provide a range of opportunities to support this including parental voluntary work, formal and informal meetings with key persons, parents evenings, open house days and end of year presentations. Parents/carers are always welcome to look at or contribute to their child's developmental records.*

*Prior to starting the nursery we aim to find out as much as possible about a child's likes/dislikes, language, ethnicity, community and support needs. We take this information into account during the settling in process and establish means to ensure that the child receives appropriate support where needed. All parents/carers complete a 'settling in page' before the child commences.*

### **Transitions between rooms within the setting.**

*As children progress throughout the nursery there may be occasions when it is necessary for them to move into another more age appropriate room. We aim to make this transition as smooth as possible by:*

*Requesting that key persons visit prospective children in their current rooms and being the relationship building in a familiar context.*

*For key persons to have access to the child's developmental records prior to moving rooms, so that information about the child's needs and interests can be shared.*

*Inviting the child to visit and spend time in the new room with parent/key person support.*

*For key persons to discuss the EYFS with parents and discuss how they plan to support the child's progress when they move into the new room.*

*Leaving the Nursery to attend another setting or school.*

*When children are making the transition between the nursery and another setting or school, we endeavour to make this a positive planned experience. In order to do this we:*

*Try to find out as early as possible which children are planning to move, when this will occur and to which school they have applied to attend.*

*We invite reception teachers into the setting so that they may observe the children at play and discuss their learning needs and interests with the child's current key person.*

*We encourage parents to support their children in attending presentation days at school;*

*Ensure that all developmental records and Learning Journeys are given to the school before the child attends.*

*Support the child in the nursery by discussing the transition to school, reading books about attending school and being aware of any concerns or anxieties the child may express about going to school.*

*We try to encourage friendships between children who will be making the transition to the same school.*

*We reassure parents/carers at all times that anxiety about going to school is quite common and can affect their normal behaviour. We support parents/carers in this important stage of their child's life.*

*This policy was adopted by the managers and staff, and updated on 3<sup>rd</sup> October 2023*

*Signed on behalf of Buys Bees Nursery School*

***“Our setting is committed to safeguarding and promoting the welfare of children, young people and adults at all times and expects everybody working within this setting to share this commitment”***

