

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:

- *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.*

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.

Refer to Busy Bees Settling in policy for further guidance

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:

- *Planning according to the individual needs of the child and when they are ready to move.*
- *Enabling the child to spend short sessions in their new room, with their key person if required initially, prior to the permanent move. This is so that they feel comfortable in their new surroundings and have a familiar person present if they require support.*
- *Wherever possible transitioning groups of friends together to enable these friendships to be maintained 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 Tapestry 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.*

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 provide a variety of resources that relate to the school e.g. uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools children may attend, and of their teachers if possible. This helps the children to become familiar with this new concept and will aid the transition.*
- *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 induction and stay and play days at school.*
- *Key persons support 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.*
- *For children with additional support needs or SEN we arrange planned visits to the school with the nursery SENco or Keyperson, child and their parent/carer to communicate the child's support needs effectively and as required.*
- *For all children we ensure that all developmental summaries are up to date on the Child's Tapestry account and these are securely transferred to the school before the child attends.*

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- *We try to encourage friendships between children who will be making the transition to*

the same school.

- *With parental permission around school allocation day, we may share details of the schools children are going to so parents can see which children may be going to the same school. This can offer reassurance for the children to know that they are moving with some familiar peers.*
- *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.*

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 family 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 Bereavement policy, 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 and/or 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.

*This policy was adopted by the managers and staff, and updated on 19th March 2025
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”