

Transition Policy

Aim of the Policy

This policy aims to ensure that Muddy Boots makes any transition as easy and enjoyable as possible for parents and children.

Children experience many transitions in their early years and nursery team are sensitive to the difficulties children may have whilst going through these transitions.

Some examples of transitions that young children and babies may experience are:

- Starting nursery (see *Settling In Policy*)
- Moving between rooms at nursery
- Starting school or moving nurseries
- Changes in home environment such as family breakdowns, new siblings, moving home, death of a family member or a pet.

Supporting Transitions in the Nursery

The nursery will support all children in the nursery with any transitions they may be encountering. The nursery team will be sensitive to any changes in their key children's behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so the team can be aware of the reasons behind any potential changes in the child's character.

If the transition relates to the child starting at the nursery we will follow our *Settling In Policy*. If the transition is due to occur whilst the child is at nursery, e.g. moving rooms or starting school, the nursery will fully support the child through this process in the following ways:

Transition between Rooms

The Muddy Boots Rooms and the age ranges for these rooms are as follows:

Caterpillars Room:	From 3 to 14 months
Cocoons Room:	From 14 to 24 months
Butterflies Room:	From 24 to 36 months
Dragonflies Room:	From 36 to 60 months

Please note that these are only guidelines – if the team feel it is appropriate to move a child up before or after these recommended ages, the Room Leader will discuss with the Nursery Manager and the parents before any decision is made.

Things we consider when planning room moves

- Age – this is the most common way we decide which child is 'moving up' next
- Availability – Children can only move to a new room if there is a place available. This means that sometimes a younger child may move before an older child if their registered sessions are available before the sessions of the older child
- Ability – we often have requests from parents to advance a child to the next room. However, ability only gets taken into account if in the view of the team that child's behaviour is being affected by needing the 'challenge' of the next room. Very gifted children are often more than happy in their room. It is unusual that a child's behaviour will start to become an issue because they need more challenge, but when this happens, we will endeavour to move them up as quickly as possible.
- Friendship Groups – we are often asked to keep 'friends' together and we will do our best to accommodate this. However, this can often mean the older child waiting for the younger friend rather than the younger friend being accelerated up.

Communicating Room Moves with Parents

The Room Leaders hold a meeting each month to discuss room moves and agree which children will be moving to a new room the following month. After this meeting, Room Leaders will communicate these suggestions with parents (no forward commitments can be made more than a month in advance).

Once a room move is agreed, parents will be taken to visit the new room and introduced to the child's new Key Person. They will also be asked to review their Registration Forms, Permission Forms and read and sign the 'All About Me' document.

Please note that nursery's computer system will automatically move children on their birthday, however this is not in practice what we do – adjustments to the computer programme will be made after each monthly Room Leader meeting.

Settling In Visits

Settling in sessions will be arranged for the child to go on visits to their new room to familiarise them with the routine, other children and team members. The nature and personality of the child will dictate how many visits are needed – each child is different.

A new Key Person will be agreed and the existing Key Person will complete the 'All About Me' document and will share with the new Key Person information relating to the child's individual achievements, needs and requirements. This will happen before any settling in sessions.

When a child goes on a visit, a 'transition pack' containing the following will go with the child;

- Coat and bag
- Learning Journey
- Dietary Card
- Comforter
- Favourite toy/book from room

Starting school

Starting school is a huge transition and the nursery will do all it can to facilitate a smooth move. We have a variety of methods that support this:

- The nursery will 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 the children may attend. This will help the children to become familiar with this new concept of school.
- The nursery will invite school representatives into the nursery to introduce them to the children.
- The key person will initiate conversations with their key children, who are due to move to school, about the 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 enabling these to be overcome.
- There will be a Graduation Ceremony for school leavers to celebrate their time and achievements at Muddy Boots. At this ceremony, your child will be presented with a certificate and you will be given their 'Learning Journey' to keep.
- We will provide each school with an 'All About Me' document from the child's Key Person and a copy of the child's Tracking Sheet, to enable teachers to have a good understanding of each 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.