

Putnoe Woods
Preschool



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Putnoe Woods Preschool Settling In and Transitions Policy and Procedures

Introduction

The staff at Putnoe Woods Preschool understand and appreciate that transitions are milestone events for children and have a definite effect on their development. Transitions concern the changes a child may encounter as they move from one place to another.

We view them as exciting times of change and times of new opportunities and growth for all children.

As children develop from birth throughout childhood they move, or transition, from one learning environment or setting to a new one. Transitions are like a journey and take time, preparation, and planning. Often, these transitions involve a process of change that requires them to adapt their thoughts, feelings, and behaviours to meet new expectations.

The staff at Putnoe Woods Preschool will help a child's journey into new territory by supporting them before, during and after the transition occurs.

The staff at Putnoe Woods Preschool will work in partnerships with the parents to work together, sharing information they have about the child and what support he or she may need.

By the time a child reaches school age they may have already experienced several transition periods including:

- The transition from home to the setting
- The transition between room bases
- The transition from one provider to another during the working week
- The transition from a childcare provider to a school

Transitions are times of exciting change but can also be times of uncertainty where surroundings are not the same, expectations and procedures different and faces as yet unfamiliar.



The staff at Putnoe Woods preschool perceive that getting transitions right is vital for every child and that transitions are not a single event that merely 'happens'.

We at Putnoe Woods consider that transitions should be viewed as a process rather than an event that involves children, practitioners, and parents together and that they are an ongoing journey rather than a destination.

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families

Building Positive Foundations

The staff at Putnoe Woods Preschool believe that by ensuring positive transitions we ensure that we help, encourage, and support the child to build the firm foundations they require in order to succeed. The staff at Putnoe Woods Preschool believe that:

- 1.1 All children should feel as comfortable, confident, and emotionally secure as possible when entering the early years setting
- 1.2 Young children starting at Putnoe Woods Preschool need support to enable them to adjust to a temporary separation from their family
- 1.3 Children need to feel that they are a valuable, competent member of their new social group and they need support and encouragement to develop positive attitudes towards the range of new experiences they will encounter
- 1.4 During the transition children need to be helped to retain the self-confidence and self-respect that they have already gained at home or in previous setting and continue to build the firm foundation for success
- 1.5 That getting to know a child and planning for their admissions to the preschool requires parents and practitioners to engage in an equal partnership in which both learn from each other
- 1.6 The staff at Putnoe Woods Preschool are aware and fully understand that transitions into preschool, or to a new setting or school may require a period of adjustment for the child and their families and take consideration into the individual needs of the child and their families.

In order to help, support, and encourage any adaptations to changes in the child and their family's daily routines the staff at Putnoe Woods Preschool will aim to:

- 1.7 Value the parent as the first educator of their child
- 1.8 Help the child and their family adapt to change
- 1.9 Support children to be confident and enthusiastic throughout any transition period
- 1.10 Provide as much continuity of education and care as possible
- 1.11 Create a home from home nurturing environment and new routines
- 1.12 Support parents / carers in building new relationships with the staff at Putnoe Woods Preschool



- 1.13 Support parents/carers through their child's transition period
- 1.14 Support children in building new relationships with their peers and the staff at Putnoe Woods Preschool
- 1.15 Support children becoming familiar with their new environment
- 1.16 Share information about the child and work in close parental partnerships and other providers or multi agencies
- 1.17 Allocate a key person to the child who will welcome and nurture the child during their settling in period
- 1.18 Observe if the child displays a stronger attachment to another member of staff
- 1.19 Aim to foster positive parental relationships with the parents / carers and attachments with the child
- 1.20 Invite and welcome parents /carers into the setting
- 1.21 To invite parents / carers to supply photographs of their child and family to display in the setting. These help the child to keep home in mind and show families that we value them in our setting

Transition from Home to the Setting

When starting preschool we wish to make the transition process as smooth as possible for both the child and their family as to ensure we foster positive relationships from the very beginning and that the child and their family begin their new journey positively and to endeavour to avoid any upset and to make children and their families feel welcome, safe and secure. We aim for all our children and parents to be happy and confident and feel safe and secure within their new environment.

The staff at Putnoe Woods Preschool will use settling visits and the first session at which a child attends to explain and complete with their parents/ carers the child's registration records and collect essential information. Information collection includes information from the parents about the child's needs, likes, dislikes, routines and development, on an All About Me document. This will assist the key person in understanding the emotional needs of the child and enable them to match the home routine of the child within our setting, wherever possible.

The staff at Putnoe Woods Preschool will:

- 1.22 Ensure that we give a warm welcome to each child and parent/carer on arrival into preschool and for parents to be able to pass their child over to a member of staff or their key worker who will ensure the safety and wellbeing of each individual
- 1.23 Ensure that all children are treated and respected as individuals, and have needs and interests and that those needs and interests will be catered for and the preschool reflects the needs and interests of each child
- 1.24 Be happy for children to bring in a comforter such as dummy for sleeping which can be sterilised after use



- 1.25 Due to Covid 19 we request favourite toys are NOT brought into the preschool to help with their transition from home to preschool
- 1.26 Ensure that they are aware of the potential emotional needs of the child
- 1.27 Have knowledge about the child's home routine and endeavour to match this
- 1.28 Ensure that they feedback to the parents about the events of the day and what their child has enjoyed learning and exploring whilst observing social distancing at drop off or collection times at the allocated entrances
- 1.29 Use displays to display information about what happens within the setting and the daily routine
- 1.30 Allocate all children with a coat peg and drawer identified by their name to help the child feel more secure and valued within the preschool environment
- 1.31 Create a Learning Journal to diarise and document the child's learning experiences through play as they progress through preschool

To be able to achieve the above when starting preschool, a member of the Management Team will arrange settling in visits for the child prior to their start date at preschool once a child's completed and signed registration form has been received. We suggest that these settling in visits are made as near to their start date as possible so there is not a lengthy period in between their visits and start dates to assist with a smooth transition. A confirmation letter or email will be sent to the parent / carer of the settling visits. All children are entitled to a minimum of 2 settling in visits:

Settling Visit 1

This visit is approximately 2 hours in which we invite the parents or carers to attend the visit with their child and stay and play. During this visit the child's key person will complete an All About Me Book and have the opportunity to discuss the child's routine, likes and dislikes with the key person

This visit will take place in the preschool garden observing social distancing and it is requested the parent leaves after half an hour with regard to the current situation Covid 19.

Settling Visit 2

This visit is normally for approximately 3 hours and during lunch or teatime to allow the child to broaden their experiences.

During this visit we request parents drop off / collect their child at their allocated entrance and a member of staff will take the child into their playroom. We request parents do not enter the preschool building during the current situation Covid 19.

The number of visits may be different for each child as all children adapt to different environments differently. It is our priority to do what is in the best interests of the child and



if we feel, or the parents feel that their child may benefit from some more settling in visits we will accommodate them to the best of our ability.

The Health and Safety of the Child is Paramount.

As Early Years Educators and parents ourselves the staff at Putnoe Woods Preschool understand how distressing it may be for parents to leave their child for the first time or if they have had negative experiences before.

We welcome parents or carers to phone to see how their child is getting on as many times during their child's visit!

After one month the staff at Putnoe Woods Preschool will discuss with the parent / carer how their child is settling in.

As a parent / carer there are many ways in which you too can assist in preparing your child for their preschool adventure. Working in partnerships with parents this can be achieved by:

- 1.32 After each visit talk to your child about what happened whilst at preschool - even if your child cannot talk this will help know you care and help them to feel relaxed about being at the setting
- 1.33 Reassure Your child and yourself
- 1.34 Build your child's confidence by talking about what they did at the setting between visits so that she knows what to expect when she goes there the next time
- 1.35 Be conscious of showing any anxieties you may have about your child starting preschool - if you have any anxieties about this your child may pick up your anxieties and may not assist in their settling in process
- 1.36 Show and share pictures of the preschool with your child
- 1.37 Maybe begin a series of visits to the preschool well ahead of your child's actual starting date so that they and you get used to the journey to preschool
- 1.38 Always say goodbye to your child when you leave, by not saying goodbye your child may think you are not returning
- 1.39 Provide the key person with some recent photographs of yourself and any other close family member so they can look at them and talk about them with your child when you aren't around. Having photos really helps young children to be reminded of you, how much they love you, and that you will be coming back

Transitions into New Playrooms

The same principles apply to children as they continue their learning journey within the preschool environment and move into the next room as with initial settling in visits.

Before children move into the next room the following is taken into consideration:



- The child's level of development
- The child's individual needs and well being

Although the rooms have age bands these are used as guidelines and if a child does not move rooms immediately these should not be treated as a cause of concern and remember it is the individual needs, safety and wellbeing of the child that is paramount.

A member of the Management Team will:

- 1.40 Inform the parents / carers by writing of the intended room move and date
- 1.41 Introduce the parents / carers and child to the staff in their child's new room
- 1.42 Show the parents / carers and child around their new environment
- 1.43 Provide opportunity to ask any questions or raise any queries regarding the room move
- 1.44 Arrange settling in visits for the child to go and lay and explore in their new environment with the Team Leader and /or new keyperson

The staff at Putnoe Woods Preschool will:

- 1.45 Ensure that Learning Journals are completed and that they move between keyperson
- 1.46 Ensure that the child's Learning Journal is available for parents / carers to view
- 1.47 Share Learning Journals with the child and make a record of the Children's Voice
- 1.48 Encourage parents and/or carers to contribute to the children's Learning Journal
- 1.49 Complete transition reports for the new room the child will be attending
- 1.50 Use the information from transition reports and Learning Journals to feed into the child's '2 Year Old Progress Check'
- 1.51 Complete the corresponding section of the child's All About Me with the parents
- 1.52 After one month staff will discuss how the child is settling into their new environment with the parent / carer

Transitions to Big School!

The staff at Putnoe Woods Preschool understand and appreciate that when young children move from the preschool environment into a school environment, they will experience huge change in their lives. Transition is always about change and, adjusting to change which is often accepted by adults with little idea of what the change will mean for the child! Putnoe Woods Preschool endeavor to ensure the transition is smooth and successful and in order to achieve this preparation should begin early so that there is good communication between the two settings. This needs to be considered carefully by the staff at Putnoe Woods Preschool who will decide how best to support the transition process.

Putnoe Woods Preschool have been fortunate to develop and foster some very close links and relationships with our feeder schools within the area and continue to do so to achieve our goal and establish these relationships with ALL feeder schools.



We aim to achieve this by:

- 1.53 Appointing a School Liaison Coordinator
- 1.54 Conversing with parents at the earliest opportunity to discover which school their child will be attending
- 1.55 Contacting the feeder school via telephone or email to arrange transition visits
- 1.56 Arranging transition visits during the Summer or Autumn Term, dependant on the school intake, this will include inviting Reception Teachers to visit the children in the preschool environment and for Early Years Practitioners to accompany children to their new school
- 1.57 Accompanying children and their families to their chosen schools open days
- 1.58 Where possible arranging additional transition visits for children who have special educational needs and / or disabilities and accompanying them
- 1.59 Where possible arranging additional transition visits for children who we feel may find the transition to the new environment difficult and accompanying them
- 1.60 Completing a report which details the levels of development within the seven areas of learning and summary of their interests and Characteristics of Effective Learning which is sent to the school a minimum of two weeks before the end of term, or the child's due start date
- 1.61 Engaging in consultation with our feeder schools and ensuring that the content of our Early Years Foundation Stage Progress Report is what is required to support the individual's transition and reflect and amend as necessary
- 1.62 Ensuring the SEND Coordinator speaks directly to the feeder school to share information with regard to children with any additional or special educational need
- 1.63 Providing a variety of resources that relate to the school, e.g. sharing stories about starting school, to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend to help and support the children to become familiar with this 'new concept' of school
- 1.64 Initiating conversations with the 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
- 1.65 Talking through any concerns the child may have and initiate activities or group discussions relating to any issues enabling these to be overcome
- 1.66 Talking through any concerns the parents may have and initiate activities or group discussions relating to any issues enabling these to be overcome
- 1.67 Engaging in discussion, annually, with our feeder schools and developing an understanding of their expectations for school readiness
- 1.68 Engaging in discussion, annually, with our feeder schools and developing an understanding and developing knowledge of baseline assessments
- 1.69 Continuing to develop a plan that celebrates the Characteristics of Effective Learning with a focus on play and learning experiences that follow the interests of the child that promote the skills required when starting school, for example - mark making activities to promote pencil control and the ability to hold a pencil correctly



- 1.70 Celebrating with a Graduation Ceremony for school leavers to celebrate their time and achievements at Putnoe Woods Preschool. At this ceremony, keypersons will present their key children with a graduation certificate and their Learning Journal
- 1.71 Wish all children best wishes in their ventures into their new and exciting environments

1.53 - 1.71 During the current situation Covid 19 not all of these points are relevant to our current practices.

Putnoe Woods Preschool will however continue to:

- 1 Complete a report which details the levels of development within the seven areas of learning and summary of their interests and Characteristics of Effective Learning which will be sent to the school a minimum of two weeks before the end of term, or the child's due start date
- 2 Ensure the SEND Coordinator speaks directly to the feeder school to share information with regard to children with any additional or special educational need
- 3 Ensure the School Liaison Coordinator contains to maintain verbal contact with Reception Class Teachers or those teachers that work in a school nursery unit
- 4 Provide a variety of resources that relate to the school, e.g. sharing stories about starting school, photographs of all the schools the children may attend to help and support the children to become familiar with this 'new concept' of school
- 5 Initiate conversations with the 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
- 6 Talk through any concerns the child may have and initiate activities or group discussions relating to any issues enabling these to be overcome
- 7 Continue to develop a plan that celebrates the Characteristics of Effective Learning with a focus on play and learning experiences that follow the interests of the child that promote the skills required when starting school, for example - mark making activities to promote pencil control and the ability to hold a pencil correctly
- 8 Celebrate with a Graduation Ceremony for school leavers (who continue to attend preschool) to celebrate their time and achievements at Putnoe Woods Preschool within their preschool bubbles and present the children with a graduation certificate and their Learning Journal
- 9 Wish all children best wishes in their ventures into their new environment



Putnoe Woods Preschool Policy Statement

**This policy is in compliance with GDPR (General Data Protection Regulations)
May 2018**

Putnoe Woods is committed to safeguarding and promoting the welfare of children and young people, employees, students, volunteers, trustees and parents and expects all staff and volunteers to share this commitment.

Date of Policy: September 2014	Created By: Jo Skelton	
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Review Date	Reviewer	Amendments
January 2016	Jo Skelton	
February 2017	Jo Skelton	
January 2018		

Review Date		Reviewer	Amendments	Policy signed off on behalf of the Board of Trustees
July 2019		Lucy Whitney Jo Skelton	Removal of 3 settling visits information	

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November 2019		Nikki Adams	New email address	
July 2020		Jo Skelton	Amendments in red due to Covid 19 and new guidelines Removal of paragraph with reference to parents staying during settling in visits	