



Putnoe Woods Preschool Settling In and Transitions Policy and Procedures

Introduction

At Putnoe Woods Preschool, we understand that transitions are important milestones that can affect a child's development. A transition is any change a child experiences as they move from one place or stage to another. We see these moments as positive opportunities for growth and new experiences.

As children grow, they naturally move between different environments and settings. These transitions take time and may require children to adjust their thoughts, feelings, and behaviours to meet new expectations. With careful preparation and support, these changes can feel smooth and reassuring.

Our staff help children before, during, and after each transition, guiding them through these changes with care. We work closely with parents and carers, sharing information and agreeing on the support each child may need.

By the time a child starts school, they may already have experienced several transitions, such as:

- 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 believe 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, parents and carers coming 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 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 ensuring that inclusion, equality and diversity are respected
- 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 / carers 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.

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 / carer 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 through their child's transition period
- 1.13 Support children in building new relationships with their peers and the staff at Putnoe Woods Preschool
- 1.14 Support children becoming familiar with their new environment
- 1.15 Share information about the child and work in close parental partnerships and other providers or multi agencies (with parental / carer consent)
- 1.16 Allocate a key person to the child who will welcome and nurture the child during their settling in period (see keyperson policy)
- 1.17 Observe if the child displays a stronger attachment to a particular member of staff
- 1.18 Aim to foster positive parental relationships with the parents / carers and attachments with the child
- 1.19 Invite and welcome parents / carers into the setting when looking around the preschool or when having parent / carer consultations
- 1.20 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 to ensure we foster positive relationships from the very beginning. We aim for all our children and parents / carers to be happy and confident and feel safe and secure within their new environment.

During the settling visits, your child's key person will talk with you to complete their registration records and gather important information about your child's needs, likes and dislikes, routines, and development. This helps the key person understand your child's emotional needs and match their home routine as closely as possible while they are in our setting.

The staff at Putnoe Woods Preschool will:

- 1.21 Ensure that we give a warm welcome to each child and parent/carer on arrival into preschool and that parents / carers are introduced to their child's key worker who will ensure the safety and wellbeing of everyone.
- 1.22 Ensure that all children are treated and respected as individuals
- 1.23 Ensure that all children 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 Request that parents / carers only bring essential items into the preschool which include a lunch box, coat and hat, bag with a spare change of clothing, nappies and a comforter
- 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 / carers about the events of the day and what their child has enjoyed learning and exploring
- 1.29 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 or Office Team will arrange settling in visits for the child prior to their start date. We suggest that these settling in visits are made as near to their start date as possible 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 1.5 hours in which we invite the parents / 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 form and can discuss the child's routine, likes and dislikes with the key person. If appropriate the parent / carer can leave the building for a while.

Settling Visit 2

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

During this visit we request parents / carers to drop off / collect their child at their allocated entrance and a member of staff will take the child into their playroom.

Additional visits may be offered depending on the needs of the child. It is our priority to do what is in the best interests of the child and if we feel, or the parents / carers feel that their child may benefit from some more settling in visits we will accommodate them to the best of our ability.

As Early Years Professionals, we understand how distressing it may be for parents / carers to leave their child for the first time or if they have had negative experiences before.

We welcome parents / carers to phone to see how their child is getting on during the visit.

After approximately 4 weeks or once the child has settled the staff at Putnoe Woods Preschool will discuss with the parent / carer how their child is settling in and complete a 'Starting Points' assessment.

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 / carers can be achieved by:

- 1.30 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
- 1.31 Reassure your child and yourself

- 1.32 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
- 1.33 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
- 1.34 Show and share pictures of the preschool with your child
- 1.35 Maybe begin a series of trips to the preschool well ahead of your child's actual starting date so that they and you get used to the journey to preschool
- 1.36 Always say goodbye to your child when you leave, by not saying goodbye your child may think you are not returning
- 1.37 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.

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.

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 or Office Team will:

- 1.38 Inform the parents / carers in writing, via email, of the intended room move and date
- 1.39 Ensure that the child's key person introduces themselves via Parentzone
- 1.40 Provide opportunity to ask any questions or raise any queries regarding the room move
- 1.41 Arrange settling in visits for the child to go and play and explore in their new environment with the Team Leader and /or new keyperson

The staff at Putnoe Woods Preschool will:

- 1.42 Ensure that Learning Journals are completed and that they move between keypersons
- 1.43 Share Learning Journals with the child and make a record of the Children's Voice
- 1.44 Encourage parents / carers to contribute to the children's Learning Journal

We also invite parents or carers to join their child for one of their settling visits to the new room, for around half an hour. During this visit, we will ask them to complete an **All About Me** form so we can update our records. It also gives parents and carers a chance to see the new room and meet the Early Years Professionals who work there. For some families, it may have been a long time since they last viewed the preschool, especially if their child started in the Snowdrop room.

This visit can help reduce any worries parents or carers may have about their child moving rooms and gives them the chance to ask questions and meet the staff. It also supports the child's transition, as they can talk at home about their new room and the adults they have met, helping them feel more confident and settled.



Transitions to Big School!

The staff at Putnoe Woods Preschool understand that moving from preschool to school is a big change for young children. Transitions involve adjusting to new routines and expectations, and while adults may find this easy, it can be challenging for children. Our aim is to make this move as smooth as possible.

We start preparing early and keep good communication between both settings. Staff think carefully about each child's needs and plan how best to support them.

We have strong relationships with many of our local feeder schools and continue to build links with all schools in the area to help every child move confidently into their new environment.

We aim to achieve this by:

- 1.45 Appointing a School Liaison Coordinator – Deputy Manager, Amanda Cowley
- 1.46 Conversing with parents / carers at the earliest opportunity to discover which school their child will be attending
- 1.47 Contacting the feeder school via telephone or email to arrange transition visits
- 1.48 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
- 1.49 Where possible arranging additional transition visits for children who have special educational needs and / or disabilities and accompanying them
- 1.50 Where possible arranging additional transition visits for children who we feel may find the transition to the new environment difficult and accompanying them
- 1.51 Completing an assessment which details the 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
- 1.52 Ensuring the SEND Coordinator speaks directly to the feeder school to share information about children with any additional or special educational need
- 1.53 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
- 1.54 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
- 1.55 Talking through any concerns the child may have and initiate activities or group discussions relating to any issues enabling these to be overcome
- 1.56 Talking through any concerns the parents / carers may have and initiate activities or group discussions relating to any issues enabling these to be overcome
- 1.57 Engaging in discussion, annually, with our feeder schools and developing an understanding of their expectations for school readiness
- 1.58 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
- 1.59 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
- 1.60 Wish all children best wishes in their ventures into their new and exciting environments



This policy is in compliance with the Data Protection Act 2018

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

Date of Policy: September 2014	Created By: Jo Skelton	
-----------------------------------	---------------------------	--

Review Date	Reviewer	Amendments
January 2016	Jo Skelton	
February 2017	Jo Skelton	
January 18	Jo Skelton	

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	
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 / carer / carers / caeres staying during settling in visits	
April 2021		Jo Skelton	Amendments in red due to Covid 19 and current guidelines issued April 2021	
October 2021		Jo Skelton	Control Measures added Amendments in red due to Covid 19 1.1 inclusion, equality and diversity is respected	
April 2022		Caroline Statham	Removed `each child has own peg and named draw`.	
December 2022		Nikki Adams	GDPR changed to Data Protection	
July 2023		Jo Skelton	Removal of Covid 19 references	
September 2023		Jo Skelton		
March 2026		Jo Skelton	Paragraph added:	



			We will also invite the parent.....	
Sept 26		L Whitney	New logo	