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# Transitions for EYFS Children using Breakfast/After School Clubs

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A Best Practice Guide for Professionals

# Valuing parents

## When transitions are good...

- Parents\* are made welcome and are given the opportunity to ask questions and make suggestions
- Information regarding procedures for dropping off/picking up is clear
- Parents understand the types of activities available for the children and are clear about charging policies
- Communication between staff and parents is regular and effective

## Transitions can be more effective if you...

Create opportunities for parents to visit with their child before joining the club

## Consider:

- Inviting parents to share any feedback, perhaps through a suggestions box
- Having a noticeboard with up to date photos/descriptions of activities and displays of children's achievements
- Providing opportunities for parents to meet with members of staff
- Having a range of ways parents can communicate easily and effectively with staff e.g. home/school books, group messaging apps, texts etc.
- Having a comfortable area where parents can wait/speak to staff
- Having information available in different languages appropriate to the needs of the community

**\*By "parent" we mean anyone legally responsible for the care of a child**

# Working in Partnership




## When transitions are good...

- There are strong links between staff and other providers who are involved with the child e.g. key workers, teachers
- Staff are aware of any medical conditions, dietary requirements etc. for each child
- Staff are aware of who will be responsible for dropping off/picking up each day and emergency contact details are up to date
- If possible, key workers accompany children to/from school clubs

## Transitions can be more effective if you...

Provide regular opportunities for feedback and evaluation both from parents and children

### Consider:

- Providing activities based on the children's particular interests
  - Ensuring that the environment reflects the lives and culture of the children and their families
  - Engaging with all family members who may care for the child
  - Sharing Learning Stories so that all are involved with the child's development
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# Communication

## When transitions are good...

- There is a robust system for giving/receiving messages between parents and staff
- Emergency/alternative contact details are kept up to date
- Children and parents have a means of giving regular feedback on routines and activities

## Transitions can be more effective if...

- Staff in the main setting know "what's for tea" each day so that children can be reminded/reassured during the day
- Children are reminded about who is picking up on a daily basis
- Staff from the main setting pop in from time to time to say hello



# Welfare

## When transitions are good...

- There is a secure system for adults accessing the before/after school club
- All staff caring for children are alert to any indications that a child may be suffering from harm and have received appropriate safeguarding training
- There is a designated lead person with responsibility for the welfare and safety of children
- Risk assessments are in place where necessary

## Transitions can be more effective if...

- Staff provide a safe and secure homely environment
- There is enough space to create different zones to cater for different interests
- There is a space for children to rest and be quiet - they may have had a long day!
- There is access to an outdoor space if possible

# All before/after school clubs should be inclusive and accessible

Early Years Settings and schools working within the Early Years Foundation Stage have a statutory duty to ensure continuity for children during periods of transition.

On-going, smooth transitions support the personal, social and emotional development, learning and future success of every child.

Good transition practice builds on knowledge of the child's experiences within the family, values good relationships with parents and carers and offers support for continued learning at home.

**Transitions are of the highest quality when they are organised around the needs of the child, whilst supporting the needs of the family.**

This leaflet is part of a series designed to support and enhance transitions in all Early Years settings and schools.

For further information visit:

**[www.norfolk.gov.uk/children- and- families](http://www.norfolk.gov.uk/children-and-families)**

Advice and support can also be accessed by contacting the Early Years Learning and Inclusion Team on **01603 222300** Option 3