



Transition from home into an Early Years Setting

A Best Practice Guide

Valuing parents

When transitions are good...

The parent* is valued as the first educator of their child.

Transitions can be more effective if you...

Welcome families in a non-judgemental way and regularly review the strength and effectiveness of parental partnerships. Involve parents in supplying photographs of their child and family to display in the setting, or make into an individual child's special book. They help the child to keep home in mind and show families that they are valued by the setting.

Clear Information

When transitions are good...

There is a clear welcome policy, involving the collection of detailed information e.g.

- medical information such as allergies
- the child's needs, likes and interests
- parents' views of their child's development

*By 'parent' we mean anyone legally responsible for the care of a child.



Transitions can be more effective if you...

Produce setting brochures that:

- include photographs of your enabling environment
- answer parents' frequently asked questions
- are easy to read
- can be translated for families with English as an additional language. Contact the Early Years and Childcare Advice Line. 01603 222300



Regularly updated Parent Boards display information about what happens in the setting. Labelled photographs of children learning through play are an effective way of engaging with parents.

Getting to know the child and family

When transitions are good...

The environment in the setting builds on the needs and interests of the child

Transitions can be more effective if you...

Use **"All About Me"** books to encourage parents to give a range of information about their child's development and learning needs, routines, likes and dislikes.

Create a **"settling in"** bag to help children feel more secure. It could contain a favourite toy, a book from home, a favourite cup and photographs of family and pets.

Building Trust

When transitions are good...

The setting encourages parents to visit with their child on several occasions as part of the settling in process.

Transitions can be more effective if you...

have a range of welcome options, e.g.

- Home visits
- Settling in sessions
- Key person meet and greets



The Key Person

When transitions are good...

- Parents and children have the opportunity to spend time getting to know their key person
- The key person becomes aware of the on-going emotional needs of the child
- The key person has knowledge about the child's home routine and matches this, if possible, with the child's routine in the setting

When more support is needed...

The setting collects information on entry about any other professionals who are involved with the child and the family. The setting asks for parental permission to work with other professionals before the child starts, to ensure the setting is ready to meet the child's physical, emotional, social and learning needs.

Transitions can be more effective if you...

- Build good relationships with all other professionals e.g. Speech and Language Therapists and Health Visitors.

When Transitions are good....

- The setting has a policy for transitions, including starting and leaving as well as during everyday activities
- All staff are involved in ensuring that this is effective and reviewed regularly
- The policy should be inclusive and meet the needs of **all** children and families
- The setting includes transition practice in its self-evaluation approach
- The setting seeks the views of parents and children on transitions



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



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

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