



Transitions between settings, rooms and key people

A Best Practice Guide

Learning Stories

When transitions are good...

Learning stories show a child's interests, learning, development and progress, with clear starting points using observations, photos and regular assessments.

Transitions can be more effective if you...

- Make learning stories easily available for parents* to access either online or as a paper copy. Be prepared to talk with parents about the learning stories
- Encourage parents to add information to the learning story
- Celebrate and value parental engagement in their child's learning e.g. a "You said/We did" display

Understanding learning and development

When transitions are good...

Observation and assessment is used to plan for each child's learning and development. All those involved with the child should share this information, with informed consent.

All staff have a thorough, up to date understanding of child development and appropriate next steps.

Transitions can be more effective if you...

Organise displays, open sessions and workshops to help parents understand how young children learn and develop. When these sessions are most effective they also help parents to enhance learning at home.

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

The Key Person

When transitions are good...

The Key Person is responsible for having regular conversations with the parent or carer about events in the day that have been important for the child in the setting or at home.

Transitions can be more effective if you...

- Allocate a key person to every child and family at the point of contact
- Organise staff to allow Key People to be available at handover times to talk to parents
- Regular supervisions can help practitioners to develop supportive professional relationships with the parents of their key children
- Managers should use regular supervisions to ensure key person relationships continue to be effective



Communication

When transitions are good...

Setting managers monitor the effectiveness of daily or weekly communication between parents, children and different settings (where a child attends more than one setting on a regular basis.)

Transitions can be more effective if you...

- Use a variety of methods to communicate between Early Years settings and families e.g. newsletters, secure online forums, meetings, parents' boards, informal conversations, fundraising events and outings
- Keep photo diaries of activities and events to show parents what happens in a setting. Give parents and children opportunities to talk about the pictures
- Use home/setting books or online systems as an additional way of keeping in touch with parents. This is especially important for parents who are unable to come into the setting at the beginning and end of the session

When more support is needed

When transitions are good...

Professionals who support individual children may do so in the setting where the child is more settled and confident.

Settings work alongside parents to support involvement with other agencies e.g. Early Help, FIS, EHCP co-ordinators as necessary.

When a child attends more than one setting

When transitions are good...

There is a clear procedure for sharing information safely about a child who attends more than one setting. The Key Person takes responsibility for this liaison alongside the parent.

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 uses 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

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

Transitions can be more effective if...

Managers show that they value smooth transitions by giving staff time to support children and families. It is important to evidence the impact of all transitions, review regularly and attend relevant training.

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