Safeguarding and Welfare Requirement: Child Protection
Providers must have and implement a policy, and procedures, to safeguard children.
Organisation - Providers must plan and organise their systems to ensure that every

21. TRANSITIONS

Policy Statement

Starting at their first Playgroup can be exciting and nerve racking for both parents/carers and children.

For many parents/carers, it can be an anxious and emotional time. Many will have had no experience of education since they were at school themselves. They may be unclear about what happens in an Early Years setting or what to expect in terms of the environment and curriculum.

For children it may be the first time that they have been away from their home environment and is the first step towards independence. Children may move between several different settings in the course of a day, a week, a month or a year and each child's social, emotional and educational needs are central to any transition between one setting and another. Some children and their parents/carers will find transition times stressful while others will enjoy the experience, they will respond in different ways, some with confidence and others with more apprehension.

Children's confidence will be enhanced when changes happen gradually, and when time is prioritised to support these transitions. When small changes are supported by responsive, knowledgeable adults, children will gradually discover that their world is a safe and predictable place. 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 their family, encourages good relationships with guardians and offers support for continued learning at home. As strong and competent learners, this will stand them in good stead when faced with the challenge of experiencing the bigger changes that will inevitably come their way.

We recognise that continuity for children during periods of transition ensures that the child feels happier and settles quicker. Effective communication between settings is key to ensuring that children's needs are met and there is continuity in their learning. We value smooth transitions and staff regularly meet with guardians to enable this to happen.

Procedures for transitions from home to Feltwell Playgroup

- We want children to feel safe, stimulated and happy in Playgroup and to feel secure and comfortable with staff. We also want parents/carers to have confidence in their children's wellbeing and their role as active partners within the setting.
- We aim to make Feltwell Playgroup a welcome place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families. Before a child starts to attend the setting, they are welcome to visit for up to 45 minutes with their parents during a session. This is subject to Covid-19 related government guidelines and setting risk assessment. Parents receive our Welcome Pack and registration, personal information and consent forms via email. **N.B. Child will not be able to start at the setting until all relevant paperwork and documentation has been completed and returned and the registration fee has been paid.**
- Parents/carers are introduced to staff when their child starts and are given the opportunity to talk about any special requirements their child may have and to clarify all information received.
- Each child will be assigned a key person - initially this will probably be the setting manager. This will most likely change within the first two to four weeks of the child starting and may change again if the child forms a greater attachment to another staff member. However, parents/carers will always be kept informed.

- When the child starts to attend Feltwell Playgroup, we work with their parents/carers to decide on the best way to help the child to settle into preschool. We recommend that children attend at least 2 sessions per week and that parents/carers are prepared to stay with their child for at least the first session, because it is important for the family and the child to get to know us. With the support of the staff, parents/carers can then decide the best way to proceed. This is subject to Covid-19 related government guidelines and setting risk assessment.
- Where a child finds it hard to settle at the start of each session, an action plan is agreed with the parents/carers as to how staff will help the child to settle.
- Transitions work well when the child's key person:
  - has some knowledge about the child's home routine;
  - is aware of any personal, social, emotional or learning needs of the child;
  - has opportunities to spend time with the child and make observations within the setting and
  - is available to talk to and regularly meet with, the child's parents/carers to discuss the child's development.

Procedures for transitions from Feltwell Playgroup to another permanent setting

- Feltwell Playgroup operates a key person system (please see policy for more information). A key person keeps records of children in order to evaluate and assess a child's development and also to share information about the children with their parents/carers. In order to do this, a key person collects photographs, observations and samples of work from each child to add to the child's Tapestry Journal (a record of the child's development which can also be added to and accessed by parents/carers whenever they wish).
- We try to arrange for the EYFS teacher from the surrounding schools to visit Feltwell Playgroup during June/July each year to allow the children that will be starting school in September to meet and help to recognise their future teacher and to allow the teacher some insight into the behaviour and needs of the children that will be starting school. Although the majority of children that attend Feltwell Playgroup go on to attend the village school, some go elsewhere and staff from those onward settings are also invited to visit with us to find out more about any children that may be attending their school.
- Children starting school are invited by their relevant primary schools to visit their future class at specific times usually during June/July. Each school is different but parents/carers who have registered to start their child will be notified by letter from the school of their choice.
- During the last half term before the summer break the Playgroup staff discuss with the children all the exciting things about starting school. We use various resources to engage the children including: an 'Edmund de Moundeford Primary School' prospectus which contains pictures and information about the village school; items of school uniform; and story books about starting school and school activities, making new friends etc.
- Playgroup staff listen to any concerns that the children may have and will try to reassure them that it will be a good experience. They will also try to answer any questions that arise.
- Children that are leaving the setting to move onto school have their photo taken in a 'graduation dress-up' which is then made into a leaving certificate for them to keep. This is subject to Covid-19 related government guidelines and setting risk assessment.
- A graduation ceremony was introduced in 2015. All children who are registered at Feltwell Playgroup and their parents/carers are invited to attend, to celebrate those children that are moving onto school that year. During the ceremony the leaving children are presented with their graduation certificate. Those that are moving onto school also get a 'story pack' (given to us by Norfolk County Libraries) and all children have some kind of treat added to their bag as a surprise. This is subject to Covid-19 related government guidelines and setting risk assessment.

Procedures for transitions from Feltwell Playgroup to a shared setting (including childminders)

- With prior permission from the parents/carers, the key person may share the information in a child's online Playgroup Journal with other professionals. i.e a key person from another setting the child attends, or a child minder.
- With permission a daily diary/setting-setting book may be introduced to enable Feltwell Playgroup and the other professional carer to share information about the child.
- Both settings key persons are welcome to visit the other when the child attends to note any differences, talk about progress and share targets.

Legal Framework

- Legislation – Children Act 2004, Childcare Act 2006 etc.

This policy was adopted by	Feltwell Playgroup
On	27.03.2026
Date to be reviewed	(on or before) 27.03.2027
Signed on behalf of the provider	J.I.
Name of signatory	Jonathan Irving
Role of signatory (e.g. chair, director or owner)	Committee Chairperson