

Top 10 ideas for transitions

(from home to setting,
and setting to school)

“ Transitions are changes that take place in a child's life and that require them to adapt to a new set of circumstances.
(A curriculum for funded non-maintained nursery settings)

1 Transition baskets

These baskets could contain uniform, stories about starting a setting/school, pictures, leaflets, lunch bags, emotion cards. Having real objects to explore can be especially important for children during a big transition, especially allowing children to see and try on uniform items or bags will help build their confidence and become familiar with what to expect.



2

An open session for children and families to look around

Provides a valuable opportunity to explore the setting together. Families can look around the rooms, see the different areas and resources on offer and get a feel for the environment. The session also gives children the chance to visit the space themselves to become familiar with the surroundings and begin building their confidence ahead of their transition.



3 Pictures

Sharing pictures of the setting, play/learning areas, staff and daily routines with children and families before they start in the setting can make a big difference. These visuals help children know what to expect, who they will spend time with, where they will play, how they will enter the setting and where they will meet their family at the end of the session.



4 Opportunity to discuss the individual child

Working in partnership with parents and carers, key staff members and the new teachers is essential for understanding each child's individual needs. It's important to dedicate time (ideally face to face) to listen, share information and discuss the child's history, any One Page Profiles, development, interests, family background and any specific needs. This collaborative approach ensures that staff gain a meaningful picture of the child, helping to make their transition into the setting as smooth, supportive and positive as possible.

“ It is essential we plan transitions with the individual needs of the child in mind. Every child is different, and some will need more support than others. We should work in partnerships with parents and carers to understand the individual needs of each child and work together to make transitions as smooth as possible.
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5 Assessments

Assessments must be shared with parents and families and the setting or school before the children start/leave. The aim of assessments is to find out what children can do, and to give a picture of each child individually. When the setting or school accepts these, it can identify those children who will need extra support or challenge to help them reach their potential. It can also help to offer experiences and an environment that helps the child learn through authentic real-life concepts.



6 Settling in sessions

Settling in sessions may be adapted for each child and family. These sessions provide a gentle introduction to the setting, allowing children to explore the environment at their own pace. Families can also be invited to these sessions to ensure that the children are comfortable settling in.



7 Books about starting in the setting

Personalised books for each setting can be created for children using appropriate language to prepare them before they begin at the setting. These books could contain information about the setting, introduce the staff members, phrases or songs that the setting may use and pictures of important places such as the setting's entrance, toilets, play rooms, outdoor area.



8

Events outside of the setting

Events outside of the setting such as teddy bears picnics and park trips gives families opportunities to meet each other and for the children to interact and play in a relaxed environment. Local events that will be held over the holidays can also be shared, so families can meet others. This will also be an advantage for the families if the events are in the Welsh language.

9 Family wall

Including pictures of children's families, friends, pets and homes helps create a strong sense of belonging and encourages conversations and communication. Pictures also share the children's Cynefin, celebrate diversity within the community and children can feel reassured by seeing familiar faces and may choose to use the pictures in their play too. Pictures may also support with interactions by showing others their pictures or allowing them to express their emotions as the well-being of the children is an integral part of the transition process. These photos can also include family photos of staff, so that the children can build relationships with the staff and learn more about them. You could also put the pictures into a scrap book, for the children to use and transport around the setting to look at further.



10 Invite families to play sessions

Inviting families, the wider family/childminder or friends to play sessions throughout the year allows them to see and take part in their children's play, helping them to feel comforted and reassured. These sessions strengthen the strong relationships held with families and create a welcoming atmosphere where parents and carers feel included, valued and connected to their child's learning.



“ Some children may find moving from situations that were previously comfortable and familiar more challenging than others and will require support to develop the skills needed to cope. ”

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