



# Egerton Nursery and Out of School Club

## OUR TRANSITIONS & PREPARING FOR SCHOOL

At Egerton Nursery we recognise that supportive adults are an essential part of this process, practitioners can ensure that transitions are a positive experience and how to give children the skills they will need throughout their lives to cope with the many transitions they will make.

When introducing new transitions to children we ensure that you consider your own experiences and feelings about transitions and that any negative feelings you may have about change does not affect the children.

Here at Egerton Nursery we are very privileged that we are attached to Egerton CP School, where we are based on the same site and have many links throughout the year.

We pride ourselves on the many links we have with school these include:

- Being on school site and involved in activities within school.
- Familiar building for any child moving on to Egerton CP reception class.
- Familiar with Teaching Staff and other members of staff within the school.
- Lunch time catering service.
- Regular events -for example assemblies, themed events.
- Use of the outdoor play area within the Early Years area.
- Familiar with children attending school from OOSC wearing school uniform.
- Staff being knowledgeable about school and providing information needed.
- Children becoming familiar with school routines.
- Siblings on site.
- Sharing information between professionals for example children with SEND.

## WHEN STARTING SCHOOL OR MOVING CHILDCARE PROVIDERS

Starting school is an important transition and some children may feel anxious or distressed. We will do all we can to facilitate a smooth move and minimise any potential stresses. This following process relates to children going to school. However wherever possible, we will adapt this process to support children moving to another childcare provider e.g., childminder or another nursery.



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- We provide a variety of resources that relate to the school, e.g. uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend. This will help the children to become familiar with this new concept and will aid the transition.
- We invite school representatives into the nursery to introduce them to the children.
- At Egerton our children are familiar with the class teacher and TA's.
- During the year the setting is involved in many daily activities within Egerton CP school e.g., Lunch times, Playground area & assemblies/other celebrations.
- Where possible we use other ways to support the transition to school, e.g. inviting previous children from the nursery who have moved on to school to come back and talk to the children about their school experiences.
- Where possible we plan visits to the school with the key person. Each key person will talk about the school with their key children who are due to move to school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues to help children overcome these.
- We produce a comprehensive report on every child starting school to enable teachers to have a good understanding of every child received. This pg. 3 will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning.
- Where necessary the Senco will report to the schools senco/nurse/teacher.
- At Egerton we share our children's Progress from baseline to achieved development, this is done with the class teacher.

### THE PRACTITIONERS ROLE

At Egerton Nursery we recognise that a supportive adult is essential in providing an experience that is successful and positive during any transition period. A critical step during any change process is consultation with the children and parents who are to be going to be affected by change. Practitioners can facilitate this to ensure that children and parents understand what is happening and to promote a positive approach throughout the process.

When new children start at our setting it is important to meet with the parents or the child's significant carers to gain as much information as possible about the child's previous experiences and to ascertain the level of emotional and physical support they may need to settle into their new environment. Consider how your setting supports new arrivals and how you may need to adapt these for individual children, e.g. allow children to choose their own key person that they feel most comfortable with, be flexible with your routines, encourage parents to send in familiar objects from home or a photograph of family members to put up in the room. We also have Chatterboxes that we can provide to support this.