

Transition Guidance for Registered Childminders

Key principles for smooth and effective transitions

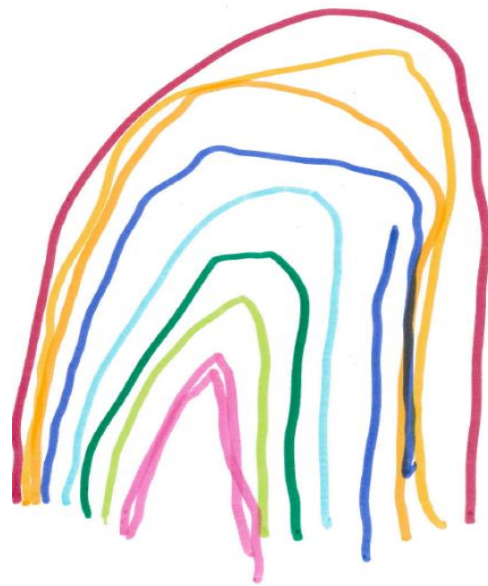


**“Anyone working with or for children should
do what is best for each child.”**

(Article 3 of the United Nations Convention on the Rights of the Child)

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We know that happy, well settled children learn better and have higher well-being. Children need support to adjust and move from place to place and person to person. If we hold children in the highest regard and place the highest priority on their needs, then a transition plan that caters for their needs is essential.

'I will be fine starting school because I have my friend, Elsie.'

Emma, 4 years 1 month

Transition

The process of a smooth and effective transition in the EYFS is essential.

Our main focus is to build trusting and nurturing relationships with children and their families, and the well-being of children is paramount. The EYFS Principles - the unique child, positive relationships and enabling environments - will continue to frame our work and underpin this guidance for transition. The well-being of all children will be our starting point, as always.

It is important that we come together as a sector, including all professionals working with children in the early years, to support this process and each other. We need to ensure well-being is strong within ourselves and our colleagues and that we have effective mechanisms in place to recognise when colleagues need our support.



The main aim of this document is to support Registered Childminders with advice on effective transitional practice that will support their children and families during this time.

What is transition?

For the purpose of this document, transition refers to any changes in a setting/provider that a child may experience. Transitions are an inevitable part in every child's journey and are to be treated as a process rather than a single event. Transitions are ongoing and will require more time for some children and families, as well as a range of approaches.

Why is transition so important?

A smooth and effective transition will pave the way for a successful start in a new setting. A child that is supported to feel happy and confident during transition will be able to engage with other adults, make new friends, play happily, and thrive. A child with high levels of well-being will be motivated, curious, open to new ideas and ready to learn. This is what we want for everyone.

Quality Induction Process

Inclusion in the transition process

Children with Special Educational Needs or Disabilities (SEND)

A child's transition to and from a Registered Childminder can be an anxious time, particularly if there are additional needs regarding their development of speech and language and communication, health and physical needs, or general development. Periods of change can be made less daunting if parents/carers' views are respected and they feel that they have made a valued contribution to what will happen when their child moves to a new setting.

For these children and families, ensure that the following takes place:

- opportunities for discussion with the nursery and other professionals including the pre-school SENCo.
- outside agency reports and records are passed on to the new setting
- medical care plans and any relevant adjustments are discussed.

- The pre-school and parents may also arrange additional visits to pre-school or home, or the Registered Childminder's home, as well as any additional support such as a new visual schedule or tailored admission plan to ensure a smooth transition.

Children who are Multilingual Learners and have English as an additional language.

It is important that the transition and induction processes recognises and values linguistic diversity.

The communication skills of children for whom English is not their home language will vary. Children who are Multilingual Learners will have different levels of fluency within their home language and the level of this must be identified as part of the transition process. Please note that children who are learning English as an additional language may have additional needs, but being a multilingual learner is **not** a special educational need in and of itself.

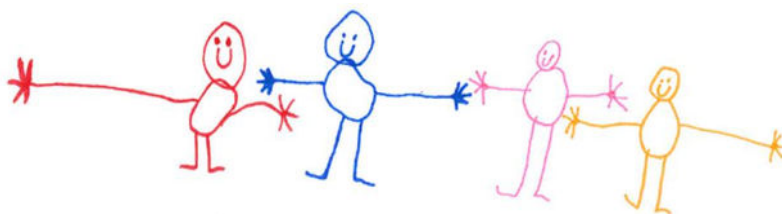
Transition Meetings

Childminder to Nursery

All Nursery teachers and pre-school room leaders must contact Registered Childminders. Conversations to support a smooth and effective transition must take place. Visits to settings to meet children and staff are key to this process. The Nursery Summary Form may be completed by Registered Childminders if they wish to hand over to the new setting.

Transition meeting with the Early Years Inclusion Team (EYIT)

For children supported by the EYIT, additional meetings will take place. Should you require further information, please contact Cat Farnon (c.farnon@gov.ie) or Jane Bravery (j.bravery@gov.ie), Early Years Area SENCos.



'I am looking forward to new toys and doing cooking with my teacher. I might be scared of new hallways.' Pippa, 3 years and 9 months

Points to consider for the transition discussions.

To ensure the well-being, attachment, play and learning needs of every child are met, transition conversations and plans that are well thought out and given time will be essential in your practice.

This should include:

- the Unique Child (Well-being, Involvement, Characteristics of Effective Learning, self-regulation).
- the child's developmental and learning needs.
- the family and home situation.
- any special or individual needs.
- attachment needs and any early trauma - especially in connection with change and transition.
- support and partnership of parents and carers.
- support and partnership of other agencies involved.
- paperwork and sharing of information - including handover of information and papers (see guidance at the end of this document).

Nursery Transition Summary Form

Registered Childminders may choose to complete this form for children moving to a pre-school. This gives a detailed profile of the child including comments on their Well-being and Involvement, ensuring that teachers and pre-school room leaders have the relevant information to plan for a successful start in their school or setting. Once completed, the form is to be given to the Nursery teacher in the new setting. The Nursery Transition Summary Form is enclosed at the end of this document. Your non-statutory guidance, such as Birth to 5 Matters, will help support your judgements if you choose to complete the form.

Supporting parents with transition

Involving parents and carers in the transition process to develop a shared understanding and an equal partnership, communication between all parties is essential. Parents and carers are their child's primary adult.

'It's always an apprehensive time leaving your child in a new environment, but she seems more than ready.' Jessica, 29 years

Sharing information

Robust transition processes that support children as they move settings are essential to promote successful induction, well-being, and to ensure children's welfare needs are met.

Transition conversations should include the sharing of *all relevant information held within the child's record*, which may also include sensitive safeguarding information. It is important that this is shared respectfully and confidentially with the receiving setting.

Everyone working with children has a responsibility and is accountable for the effective safeguarding of children and young people. Sharing relevant information ensures that all agencies, practitioners, and teachers can better support and meet the child's and family's needs. This includes any safeguarding or child protection records you may hold, any historical information held within the child's file, which must be passed onto the receiving setting.

Therefore, it is vitally important that you seek explicit consent from parents to allow information to be shared.

Reference from the Safeguarding Partnership Board - Memorandum of Understanding 2018

1.1 Safeguarding and promoting the welfare of children and adults is the responsibility of everyone who comes into contact with them and their families/carers.

Advice from the Head of Governance for CYPES is that:

- All files/records during transfer should be in a sealed envelope and any electronic files/records should be encrypted/password protected.
- Signatures/records of handover should be kept by the early years settings as evidence that the files/records have been handed over.
- Settings and schools must seek parental consent to share information.



Nursery Transition Summary Form

Child's name		DoB	D	D	M	M	Y	Y	Y	Y	Date completed	
Registered Childminder		New Setting/School										
Child's voice (What do you like doing with your childminder? What are your favourite things?)												
Playing and Exploring – engagement Finding out & exploring Playing with what they know Being willing to 'have a go'	Active learning - motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do				Creative Thinking and Thinking Critically – thinking Having their own ideas Making links Choosing ways to do things							
Child's interests	SEND/MLL/S&L				Home and Family							
	Include: Wellcomm level/access to Time to Talk Groups/Child's Home language, and level of fluency.											
Parent/carers comments (please include if possible)												
Childminder's name and signature												

EXAMPLE - Nursery Transition Summary Form

Child's name		DoB	D	D	M	M	Y	Y	Y	Date completed	
Registered Childminder		Setting/School moving to									
Child's voice (What do you like doing at Nursery? What are your favourite things?)											
<i>I love playing with my friends on the bikes and building dens. I don't like sitting down too long. I'm good at finding bugs and making stuff. I think I feel ok about going to big school, but I am a bit scared I won't know where the toilet is! I hope that they have bikes and junk modelling. I like going to the park, and I sometimes go to the beach.</i>											
Playing and Exploring – engagement Finding out & exploring Playing with what they know Being willing to 'have a go'			Active learning - motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do				Creative Thinking and Thinking Critically – thinking Having their own ideas Making links Choosing ways to do things				
<i>David is very curious; he loves to play outside and particularly enjoys opportunities that involve gross motor for example ball games, wheeled toys, and large construction. He is also interested in the natural world around him and searching for living creatures and their homes. Recently he made a bug hotel for all the snails he found under a log. David asked for us to take a photo of bug hotel and he is proud that it is displayed on our table in pre-school. His resilience is developing, and he encourages his friends to join in with his ideas and play.</i>			<i>David is very proud when he has achieved something new, just like wanting a photo of his bug hotel. David occasionally gets upset if he can't do something at first and will need adult support to help him solve the problem. Once shown he can then continue, and his persistence and motivation has flourished during his time in nursery. He demonstrates high levels of involvement when outside and engaging in the opportunities that interest him.</i>				<i>David enjoys drawing and making things especially using the recycled resources. He likes to talk to his key worker first about his design idea and can then often make it independently, he may need help if it involves cutting. He has worked hard this term at using the tape dispenser and being able to rip the tape by himself. David recently made a rocket with his key worker. He is demonstrating more independence at solving problems and particularly enjoys the challenges of large construction and loose parts using these resources to support large water play and den building.</i>				
Child's interests			SEND/MLL/S&L				Home and Family				
<i>David enjoys exploring the natural world and has an interest in insects and animals. He enjoys looking at non-fiction books with his key worker. David prefers learning and playing outside especially with large construction.</i>			<i>Mum is Portuguese and speaks to David in her home language. Dad speaks English to David. David understands both languages, is he confident speaking English at Nursery. He does reply to Mum in Portuguese.</i>				<i>David lives with his Mum and Dad and younger sister. Mum is currently expecting another baby due in September so there will be 3 children in the house all below the age of 5. This is the same time that David will be starting school.</i>				
Parent/carers comments (please include if possible)											
<i>David has loved being with his childminder and it has been great to see his confidence increase. We are sad to say goodbye but are also looking forward to David starting school as you have given him a great start on which to build – thank you.</i>											
Childminder's name and signature											

Registered Nursery Contact list

Setting name	Manager name	Setting Tel No.	Setting email address
Acorn Nursery	Mandy King	864125	enquiries@acornnurseryschool.com
Acrewood	Kirsty Haslehurst	722641	kirsty@acrowoodnursery.co.uk
Beaulieu Pre-School	Lisa Sharkey	639283	sharkeyl@beaulieu.jersey.sch.uk
Bethesda Pre-School	Gail Sparrow	746604	bps.manager.jsy@gmail.com
Busy Beans	Susan Crew	630036	manager@busybeansnursery.com
Busy Bees Castle Quay	Leianne Berry	625554	castlequay@busybees.com
Busy Bees La Providence	Lauren Mollett	780212	laprovidence@busybees.com
Centre Point Rope Walk Nursery (Green St)	Hannah Gamble	878850	hannah.gamble@cpt.com
Charlie Farley's	Jemma Burt/Wendy Williams	731224	wendy@charliefarleys.com ; jemma@charliefarleystoo.com ;
Charlie Farley's Too	Jayne Winch/Jemma Burt	610519	jemma@charliefarleystoo.com ; jayne@charliefarleys.com ;
Cheeky Monkeys	Juliet Pearmain	860086	cheekymonkeys@durrell.org
De La Salle Pre Primary	Zac Le Ber	754100	z.leber@dls-jersey.co.uk
FCJ Pre-school	Lois Tait	723063	admin@fcj.sch.ie
Happy Hatchlings	Emma Soley	880222	happyhatchlingsjsy@gmail.com
La Petite Ecole (Fort Regent)	Helen Evans	510321	fort@lapetiteecole.com

La Petite Ecole (St Mark's Road)	Louise Beadle	734229	stmarks@lapetiteecole.com
La Pouquelaye Nursery (Centre Point)	Tanja Haynes/Mell Le Cornu	735151	MellLeCornu@cpt.je ; tanja.haynes@cpt.je
Busy Bees at Leeward	Rob Crawford	613835	leeward@busybees.com
Little Dragons Day Nursery (St George's School)	Tracy Pallot	481593	Tracy.Pallot@stgeorgesprep.co.uk
Little Oaks Nursery	Emma Smith	733263	Littleoaksnursery@gmail.com ; emma@littleoaksnursery.je ;
Little Squirrels	Tracey Bunn	605000	nursery@littlesquirrels.je
Nestling Day Care	Louise Jones-Butel	617600	nestlingdaycare@gmail.com ; Louise.nestlingdaycare@gmail.com
Silver Star Pre-School	Sabrina Minier	484186	silverstarpreschool@gmail.com
St Michael's Nursery	Fiona Green	856904	fg@stmichaels.je ; bursar@stmichaels.je
Village Pre-School	Karen Ogilvie	483011	stpetersvillagepreschool@gmail.com
Westmount Day Nursery	Michelle Kiberd	811718	michelle.kiberd@posh.gov.je

School EYFS Leads Contact list

School	EYFS Lead(s)	Email(s)
Beaulieu	Jo Pallot	pallotj@beaulieu.jersey.sch.uk
Bel Royal	Octavia Lamb	o.lamb@belroyal.sch.je
D'Auvergne	Rachel Lutkin Clarke	r.lutkinclarke@dauvergne.sch.je
De La Salle	Emma Hutchings	e.hutchings@dls-mail.co.uk
FCJ	Natalie De Gruchy	n.degruchy@fcj.sch.je
First Tower	Kathryn Mahrer	k.mahrer@firsttower.sch.je
Grands Vaux	Jo Prouten	J.Prouten@grandsvaux.sch.je
Grouville	Lydia Arrowsmith	l.arrowsmith@grouville.sch.je
Helvetia	Helvetia	admin@helvetia.org.uk
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La Moye	Gemma Stas	G.Stas@lamoye.sch.je
Les Landes	Alison Courtness	a.courtness@leslandes.sch.je
Mont á l'Abbe	Trish Moloney	t.moloney@montalabbe.sch.je
Mont Nicolle	Katty Knight	k.knight@montnicolle.sch.je
Plat Douet	Sarah Cardwell	s.cardwell@platdouet.sch.je
Rouge Bouillon	Lauren Symberlist	l.symberlist@rb.sch.je

Samares	Kelly Loveless	k.loveless@samares.sch.je
Springfield	Heidi Green	h.green@springfield.sch.je
St Christophers	Sharon Lagadu	stchristophersjersey@hotmail.com sahearn.stchristophers@hotmail.com s.ahearn@stchristophersprep.com
St Clement	Lucy Sanderson	l.sanderson@stclement.sch.je
St George's	Tracy Pallot	Tracy.Pallot@stgeorgesprep.co.uk
St John	Hilary Jones	h.jones@stjohn.sch.je
St Lawrence	Kim Banks	k.banks@stlawrence.sch.je
St Lukes	Lucy Scott	l.scott@stluke.sch.je
St Martin	Christina Gardner	c.gardner@stmartin.sch.je
St Mary	Sarah Le Moignan	s.lemoignan@stmary.sch.je
St Michael's	Fiona Green	fg@stmichaels.je
St Peter	Rachel Mackay	r.mackay@stpeter.sch.je
St Saviour	Vicky Heart	v.heart@stsaviour.sch.je
Trinity	Clare Churcher Abigail Osgerby	c.churcher@trinity.sch.je a.osgerby@trinity.sch.je



Additional information to share with parents

What is transition?

Transition refers to any changes in a setting or provider that a child may experience, in particular the move for a child starting pre-school. Transitions are an inevitable part in every child's journey and are to be treated as a process rather than a single event. Transitions are ongoing and will require more time for some children and families, as well as a range of approaches. The outcome for all must be that children are 'happy' to start school, and from then on, happy to go every day!

Why is transition so important?

A smooth and effective transition will pave the way for a successful start in a new setting. A child that is supported to feel happy and confident during transition will be able to engage with other adults, make new friends, play happily, and thrive. A child with high levels of well-being will be motivated, curious, open to new ideas and ready to learn.

During the summer term teachers in all schools will be contacting parents and carers. Conversations will be taking place and opportunities for building positive relationships and visiting your child's new setting will be provided.

Things to discuss when talking with your child's new teacher:

- has your child attended other nursery settings or been looked after by a childcare provider
- any special or individual needs, including allergies, that your child may have
- any other agencies or professionals involved in supporting your child's development
- the language spoken at home, or other languages spoken by the child, and their confidence in speaking them.
- your child's interests, things that they like doing, places they like to visit, books that they like to read
- what new skills has your child learnt recently?
- your family situation, siblings, grand-parents, pets, cultural background, and identity

Ways you can help your child with starting pre-school.

- Talk positively to you child about starting school and the exciting things that will be on offer to them, for example, meeting new friends, playing games, and learning together.
- Encourage and practice independent skills at home for example, getting dressed, putting on shoes and socks, going to the toilet, unzipping, or opening lunch boxes, using a water bottle.
- Encourage your child's characteristics of effective learning – see 'How does your child learn' guidance enclosed below.
- Read lots of stories and share books together.
- Imaginary role-play with your child for example, set up little shops, doctors surgeries or vets. practices and pretend play that, you are a doctor, a shopkeeper or a poorly pet.
- Include your child in your everyday activities, e.g., baking together, gardening, writing shopping lists.
- Talking to your child and make observations e.g., when out and about, talk about what you see, hear, smell or feel.
- Have fun! Go to the beach and play, collect shells for a fairy garden, paddle, and splash in the pools.

'Play is the work of childhood' – Jean Piaget

How Does Your Child Learn?

A guide to the characteristics of effective early learning

Young children are learning all the time from the world around them and the people in it. The following characteristics are the foundations of HOW children learn.

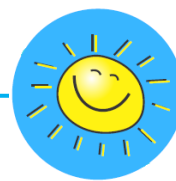
It helps if we:

- encourage them to get engaged with what's going on around them by showing them and talking about things.
- support them to be motivated and excited about learning by playing and making it fun.
- asking them what they think and talking about their ideas.
- talk about how they are feeling and encouraging them to ask for help if they need it.



PLAYING AND EXPLORING I AM ENGAGED...

I am curious and can explore the world and people around me.
I like to find out things.
I pretend and play to make sense of what I know.
I am willing to have a go and take a risk with new learning.



ACTIVE LEARNING I AM MOTIVATED...

I am involved and can concentrate.
I am interested and energetic.
I keep on trying when things are tricky.
I feel proud of myself when I have achieved something.
I enjoy the challenge of something new.

CREATING AND THINKING CRITICALLY I AM THINKING...

I have my own ideas and find ways of solving problems.
I make links and notice similarities in my experiences.
I can choose ways to do things, make predictions and test my ideas.



EMOTIONAL WELL-BEING I FEEL CONNECTED...

I can understand my feelings and know how to cope with feeling different ways.
I know I belong and have good relationships with adults and my friends.
I am confident and positive about my abilities.
I know it's ok to ask for help.

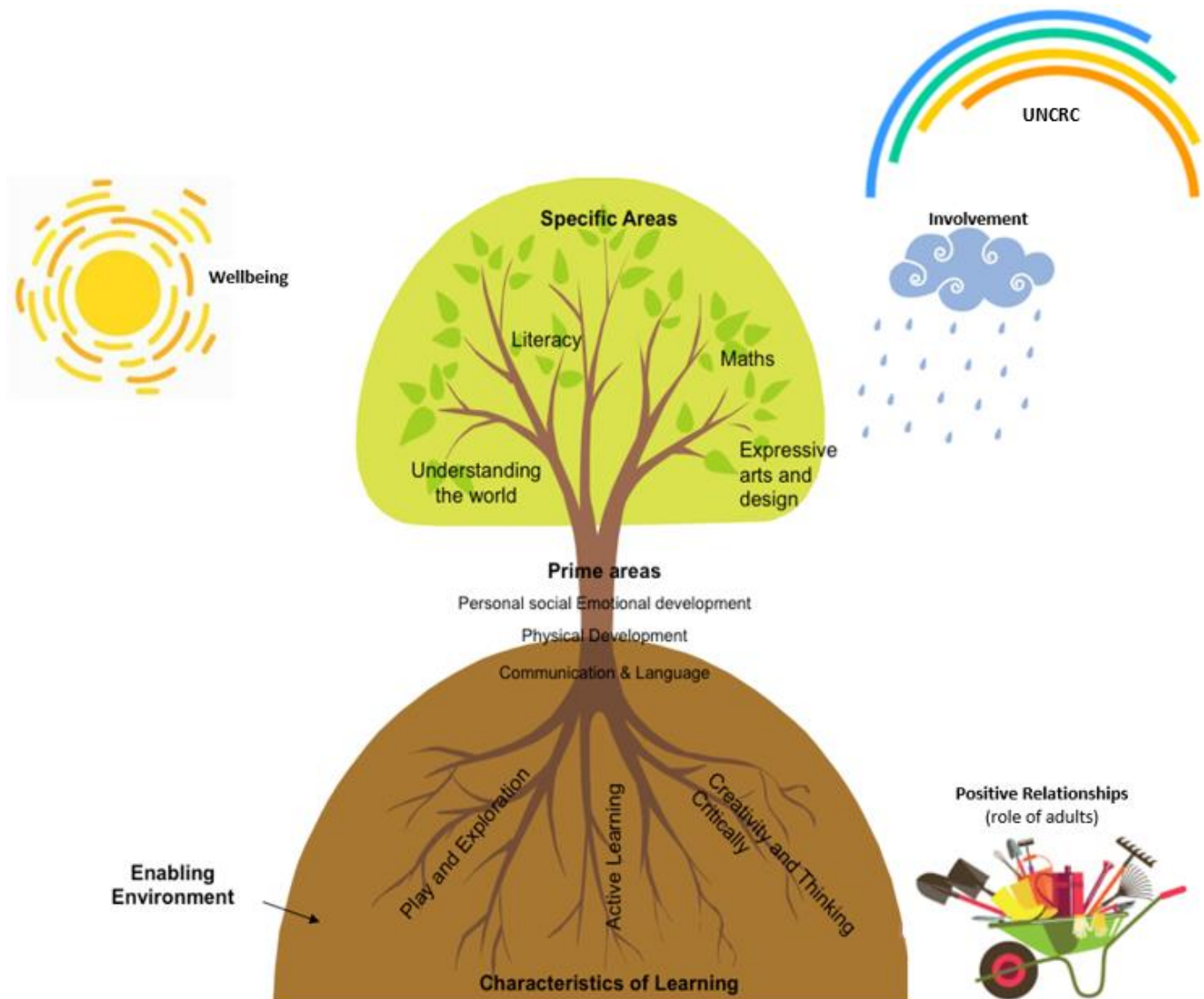


What do you notice about how your child is learning at home?

Early Years Tree Diagram

Creating safe and secure foundations for children will enable them to thrive. Making positive relationships in a rich learning environment will support their well-being, independence, and early development.

These key elements show how to secure effective, high-quality practice in the Early Years Foundation Stage (EYFS) for children to develop at their own rates, and in their own ways.



Taken from *Development Matters in the Early Years Foundation Stage (EYFS)*, Early Education, 2012.