



## SUPPORTING CHILDREN DURING SETTLING AND TRANSITIONS POLICY

Bentry & Henbury Children's Centre will at all times strive to ensure that all of the children in our care are kept happy, safe and secure. Staff at all levels will be open and welcoming and encourage parents to discuss the care of their children. In order to ensure information is available all staff will adhere to the Safety & Security of Children Policy. In addition to this, we will follow the following guide lines for the admission of every child into our care:

- Every child will be treated as individual with different wants, needs and fears and will be treated accordingly.
- Every child will be given a Key Worker, who is responsible for all aspects of care and communication.
- Every child will be part of a Family Group, this supports children to be part of a community.
- Each child will receive care and consideration that is appropriate to his/her age and developmental stage.
- All details will be obtained prior to admission and kept on file within the Centre.
- Every family will be invited to look around the Centre prior to admission.
- A parent or carer will be invited to stay with the child during their first visit in order to familiarise themselves and their child with both the staff and the environment.
- Parents/carers will be welcome to stay on subsequent sessions until they are confident in leaving their child.

Parents/carers will be encouraged to inform staff of the child's likes, dislikes, sleep patterns, comfort toys etc. Wherever possible, these will be incorporated into the care of the child, especially in the case of the younger children.

At Bentry and Henbury Children's Centre we recognise that children develop strong attachments to adults, children and objects and we encourage the development of these attachments as we understand this is how children feel safe and secure. Often children have strong attachments to comforters such as a special teddy or a blanket and we encourage parents\carers to bring these to nursery to support children settling into a new environment. We also recognise that children may from attachments to special toys from home such as a particular car, doll or book, we encourage parents\carers to bring these to nursely to help settle their children.

Children can bring toys from home to nursery as well as comforters, we will allow children access to these as and when necessary. During the times when children aren't using them for comfort we will encourage the children to put them in a box in that the children can access (under 3's) in an area within their reach, or in their drawer or bag (pre-school). Children will be able to access these during the day.

At Brentry & Henbury Children's Centre we aim to create a positive and supportive environment for both parents/carers and children, particularly during transition periods. As a 0-5 setting, we recognise that children may move between different settings during the course of a day, a week, a month or a year. At the Centre, we understand that for some children transitions can be a difficult time and that they may need additional support to adjust.

Our aims:

- To build positive and trusting relationships with children and their families so that they feel confident and secure in the setting.
- To offer support that is appropriate to the individual children and their families in our setting.
- To share information that is relevant within Brentry & Henbury Children's Centre and between settings to ensure continuity of experience.
- To plan for transitions according to individual needs.

We will provide:

- A Family group for each child, within each family group there are key people. The key people work very closely with the children and their families to establish positive relationships.
- Opportunities for practitioners to liaise with parents/families to ensure continuity of care.
- Daily routines and timetables, which are similar throughout the Centre, are flexible and shared with children.
- Practitioners who will respond sensitively to individual children and their needs and views.
- Opportunities for parents/carers to attend open days/evenings and meetings to discuss transitions.
- Transition times during sessions will be managed by practitioners using visual cues, early warnings and other appropriate strategies, such as songs and music.
- Transitions between rooms will be planned with consideration for a child's individual needs. We will allow children time to become familiar with new equipment, such as cups, bowls, cutlery and chairs, before transitions between rooms take place.
- Children's records of learning and progress will be shared within and between settings.
- Practitioners will ensure they communicate effectively with other practitioners and settings. One key person from each family group will share information and Learning Journals from Tapestry before transitions take place.
- An exit report will be completed when a child leaves the setting.
- If appropriate, key people from our Family groups will visit new settings/rooms with their key children before their move. Staff may move with children to a new room if this is appropriate.
- Visits will involve the child's key person from our Family group and the parents will be informed that visits will take place. Visits will take place at an appropriate time, e.g. during quieter times in a session.
- We will support children by discussing transitions to a new room, setting or school before they take place using books and visual aids as appropriate.