



Transition Policy

Policy Name:	Transition Policy
Adopted By:	Louise Farrow-Brookes
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1. Policy Overview

The definition of transition is a passage from one place to another. Different transitions during a child's nursery life include:

- From home to the nursery
- Permanent change of room related to age and stage
- Daily routine transitions such as accessing the garden
- Attending more than one childcare provider during the week
- Moving from one nursery to another provider, including school

Transition times must foster close relationships and effective communication between parents/carers and other providers to aid and support continuity of children's well-being and development.

All "Manager" responsibilities and actions referred to throughout the policy would usually be undertaken by the most senior person in charge, in the absence of the Nursery Manager.

2. Roles and Responsibilities

- 2.1** The Manager and staff have a responsibility to ensure all children and their families have positive, smooth, and well-supported transition times to meet their individual needs.
- 2.2** The Manager must allocate a Key Person to every child prior to their start date and have a Buddy Key Person system in place for every child. Key person displays should be outside.
- 2.3** The children and parents/carers must feel supported during transition times and must be invited to settling in sessions as a gentle and gradual introduction to the nursery, prior to their start date. A minimum of three settle visits is recommended, but arrangements must be flexible to meet the needs of the child.
- 2.4** The Manager and Key Person must allocate sufficient time to talk to parents/carers during times of transition into and within the nursery. This will start at the manager's meeting the week before the child starts.
- 2.5** The Manager must obtain parental consent prior to sharing information with any other provider a child attends, including when transitioning to school. Consent is not required where information sharing relates to safeguarding.

3. Procedures

3.1 Settling in Process

The Manager must:

- 3.1.1** Contact parents/carers following their registration at least four weeks before their start date to arrange an initial visit to the nursery wherever possible, ensuring there is sufficient time to book enough settling visits to meet the needs of the child and family. The FAMILY App must be checked to ensure all parts are complete, including the child's photo and emergency contacts.

- 3.1.2** Ensure the Key Person contacts the parents/carers prior to the initial visit to introduce themselves, or contact the parent/carer to inform them who their child's Key Person is, so they have a contact name when they arrive at the nursery.
- 3.1.3** Four weeks before starting, offer flexible settling-in sessions to meet the needs of the family. Session lengths should increase throughout the settling process to prepare the child for the longer nursery day. There is no maximum number of settling-in sessions and every effort will be made to accommodate the individual child and their family. Email the parent including All About Me and the parent guide, using the new starter template email (**Appendix 1**). Reconfirm the date and time of the manager's parent meeting within this email. At the manager's parent meeting, go through the discussion sheet (**Appendix 10**), complete any actions needed, then sign and scan it onto the child's file under registration.
- 3.1.4** Welcome parents to stay with their child during the first visit, or until the child feels settled and the parents feel comfortable about leaving their child. Settling-in visits and introductory sessions are key to a smooth transition and to ensuring good communication and information sharing between staff and parents.
- 3.1.5** Make effective staffing arrangements to allow the Key Person to have quality, uninterrupted time with the family during the settling-in process. More than one settling-in session per room at a time should be avoided, with the exception of siblings.
- 3.1.6** Ensure the Key Person and room staff are informed and prepared to welcome the family for their settling visit.
- 3.1.7** Welcome the family into the nursery and introduce them to their Key Person and room staff.
- 3.1.8** Ensure all necessary documentation and information is prepared prior to the settling-in visit. This documentation must be fully completed prior to the parent/carer leaving the child at the nursery.
- 3.1.9** Reassure parents whose children seem to be taking a long time settling into the nursery and develop a plan with them.
- 3.1.10** Encourage parents, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences.

3.2 Key Person Responsibilities During Settling

The Key Person, or Buddy Key Person, must ensure the following are in place before the child starts:

- Personalised coat peg
 - Name tags for cups, bottles, bed bags/boxes and other relevant items
 - Nappy basket
 - Place mat
 - Critical care plan and box/bag, if required
- 3.2.1** Be present during all settling-in sessions, when starting and moving within the nursery, to ensure continuity and reassurance for both the child and parent/carers.
 - 3.2.2** Establish and build a positive relationship with the family in a warm and professional manner, offering reassurance and providing all information the family may require.
 - 3.2.3** Begin to complete the child's All About Me form (Appendix 2) with the parent/carer, using the opportunity to gain a thorough understanding of the child's individual needs, likes, dislikes and routines.

3.3 Transition from Room to Room

The Manager must:

- 3.3.1** Inform and involve parents/carers in decisions regarding the timing of a room transition, ensuring they are managed well and meet the needs of the child and family. This should be confirmed via the Room Transition Letter at least four weeks before the child is due to move (**Appendix 3**).
- 3.3.2** Ensure parents/carers have the opportunity to visit the new room and meet the staff prior to and during the child's transition.

The Key Person, or Buddy Key Person, must:

- 3.4.1** Start the transition checklist (Appendix 4).
- 3.4.2** Arrange a meeting with the child's new Key Person to share key information relating to the child, including changes in daily routine, learning opportunities and, where applicable, the possible implications of changes to adult:child ratios. Go through the handover pointers (**Appendix 5**) and hand over the new Transition All About Me form (**Appendix 6**).
- 3.4.3** Introduce the parents/carers to their child's new room and Key Person.
- 3.4.4** Arrange all settling-in visits and ensure all of the child's personalised items are prepared. Ensure the new Key Person visits and observes the child in their current room before the settling-in sessions begin.
- 3.4.5** Accompany the child for their initial visit to their new room to ensure the child feels supported and secure.
- 3.4.6** Work with the new Key Person to ensure children who are unsettled during transitions are sensitively and consistently supported. Arrangements must be made for the child to be accompanied by their existing Key Person on subsequent transition settling-in visits if required, and/or to allow the new Key Person to spend time in the child's current room as part of the transition process.
- 3.4.7** Send a transition room newsfeed with photos, staff names and routine before the settling-in sessions begin.
- 3.4.8** Enable the child to spend short sessions in their new room prior to the permanent move so they feel comfortable in their new surroundings with their Key Person initially, ensuring a familiar person is always present.
- 3.4.9** Wherever possible, transition groups of friends together to enable these friendships to be kept intact and to support children with peers they know.
- 3.4.10** Keep parents informed of all visits and the outcomes of these sessions, for example through photographs, discussions or diary entries. Where possible, bring parents in to show them the new room.
- 3.4.11** Only transition the child when they feel settled and ready to move. If a child requires more support, this will be discussed between the Key Person, parent, Manager and Room Leader of the new room to agree how and when this will happen. This may include moving their Key Person with them on a temporary basis.

3.5 Children Attending More Than One Childcare Provider

The Manager must:

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- 3.5.1** Gain written consent from parents/carers to share information with the child's other childcare provider using the Shared Care Permission Letter (Appendix 7), in accordance with Government Information Sharing guidance. Where the matter relates to safeguarding, information must be shared as required.
- 3.5.2** Complete the Shared Care Form (Appendix 8) and update it every six months.
- 3.5.3** Ensure the Key Person liaises with the other childcare setting to share information about the child's learning and development. All communication with other childcare providers must be recorded on the Contact Form (Appendix 9).

3.6 Transitioning to Another Provider, Including School

The Manager must:

- 3.6.1** Gain written consent from parent/carers to share information with the child's new childcare provider or school (Appendix 8), unless this relates to safeguarding. Parents should be informed where safeguarding information is shared, unless doing so would place a child at risk.

The Key Person, or management team if more appropriate, must:

- 3.7.1** Attempt to contact the child's receiving childcare provider or school, if the school has not contacted the nursery, to arrange a visit or time to discuss the child's current learning and development. All communication and attempted contact with other childcare providers/schools must be recorded on the Contact Form (Appendix 9).
- 3.7.2** Complete the transitional school document and share it with the school. Attend and hold a PCP meeting if required and requested.

4. Additional Supporting Information

Refer to:

- Outdoor Policy
- Safeguarding Policy
- Child Protection Policy
- Inclusion Policy
- Critical Care Plan Policy
- Parents as Partners Policy
- Key Person Policy
- Supervision of Children

Reference Books:

- Supporting Transitions in the Early Years – Liz Brooker
- Transitions in the Early Years – Sue Allingham
- Understanding Transitions in the Early Years – Anne O'Connor

5. Appendix

Appendix	Description
1	New Starter Email Template update to include date for managers meeting
2	All About Me needs updating
3	Room Transition Letter
4	Transition Checklist needs updating
5	Handover Pointers
6	Transition All About Me
7	Shared Care Permission Email
8	Shared Care Form
9	Contact Form
10	Managers Parent Meeting Guidance Sheet

6. Review History

Date Approved	Reviewed By
02/12/2023	Louise Farrow-Brookes
02/12/2025	Louise Farrow-Brookes