EFFECTIVE TRANSITION POLICY

POLICY STATEMENT

Transitions concern the changes a child encounters from one place to another — for example, from home to nursery, moving from the baby unit to the pre-school unit within the nursery setting, attending more than one childcare provision, and starting school. Often these transitions involve a process of change that requires children to adapt their thoughts, feelings and behaviours to meet new expectations.

Through the implementation of this policy, English Russian Vishenka Nursery aims to work in partnership with parents/carers, practitioners from other settings and/or childminders, and Stewart International School staff, to share information about the child and what support he or she may need. We offer support and understanding during the period of adjustment required by children and parents/carers as they adapt to change.

LEGAL AND STATUTORY FRAMEWORK

This policy is written and implemented in line with:

The **Statutory Framework for the Early Years Foundation Stage** , in force from **1 September 2026**, including its safeguarding and welfare requirements.
The EYFS requirement to **share information with other settings** where a child attends more than one provision, to support the child's learning and development.
The EYFS requirement to complete the **two-year-old progress check** and to share it with parents/carers and, with consent, with other relevant professionals.
The **EYFS profile** assessment at the end of the Reception year, and the transfer of assessment information to the receiving school.
The setting's **Safeguarding and Child Protection Policy**,**Safer Sleep Policy**, **Behaviour Management Policy** and**Screen Use Policy**, which should be read alongside this policy.
Ofsted inspection arrangements for early years providers, including the Early Years Inspection Handbook.

This policy is reviewed on any change to the EYFS statutory framework, or every two years, whichever is sooner.

PROCEDURES

The transition between home and nursery

At Vishenka Nursery, staff are sensitive to the needs of children and parents/carers when they first start to attend nursery and have much experience in this area. Practitioners understand that all children settle differently and in their own time, and the nursery aims to accommodate the differing needs of individual children and their families. We offer this support in the following ways:

For children over the age of two years, we ensure verbal feedback is provided at the end of the child's session/day. Written feedback is available on request.
We encourage the use of favourite toys or comforters from home until such time as the child has developed confidence and security in their new surroundings.
We make special arrangements to support those children with additional needs — for example, children who speak English or Russian as an additional language, or who have learning difficulties — by using words in the child's home language and obtaining support from external agencies where appropriate or required.
We agree a settling-in plan with parents/carers, including the number and length of initial sessions, and review it with them as the child settles.
We confirm that all adults working with children during settling-in, including volunteers and parent helpers, have the required **enhanced DBS check and barred list check**, in line with the September 2026 EYFS requirements, even where they are supervised.

The transition between the baby unit and the pre-school unit

When practitioners and parents/carers feel that a child would benefit from moving to the next unit — which can depend on both the age of the child and their stage of development — we support the child and parents/carers in the following ways:

In advance of the transition, the new key carer finds opportunities to spend time with the child.
Settling-in sessions are arranged with the new unit and with both the old and the new key carers.
Details of the new unit, such as routines, activities, planning, observations and assessments, are discussed with parents/carers.
Baby unit key carers complete an internal transition document giving details of the child's individual needs and requirements, including:
dietary requirements;
any additional needs, such as English or Russian as an additional language, or an identified learning difficulty;
sleep routines, including safer sleep practices;
feeding routines ;
any medical conditions;

toileting and nappy change requirements.
Both old and new key carers liaise closely to share information, including children's individual profiles, identified next steps and comforters.
Where possible, children move from the baby unit to the pre-school unit with their peers, so that they are accompanied by their friends.
Parents/carers are shown around the new unit and any questions or concerns are discussed.
Where a child has an identified additional need, we review the support in place before the move and, with parental consent, involve relevant external agencies.

The transition from one provider to another during the working week

When a child attends more than one setting — for example, nursery and a childminder — we make contact with them and share information to provide the best outcomes for the child:

We obtain written permission from the child's parents/carers to make contact with the other setting or childminder.
We use a transitions book in which both settings can contribute information, photographs of the key people and the setting, and information about the child's learning and development.
We share behaviour management strategies and planning ideas.
We agree with the other setting how often information is exchanged and who is responsible for each part of the child's care, so that routines are consistent between settings.

The transition from nursery to primary school or another nursery setting

We recognise that starting school can be a worrying time for children and their parents/carers, and that the more that can be done to ease this transition, the more positive an experience it will be for all involved:

We invite teachers and support staff into the setting to visit the child and make direct contact, in particular where there are concerns about a child's behaviour or development.
Our practitioners make themselves available to visit the school if requested.
We organise activities that reflect the transition process — for example, school uniform role play — and provide opportunities for children to express their concerns and fears.
We complete transfer documentation as provided by theLocal Authority and give assessments of the child's current progress within the EYFS, including the **EYFS profile** at the end of the Reception year.

We share information with the receiving school about the child's individual needs, including any additional needs, medical conditions and the support that has been effective, with parental consent.
We use photographs, short videos and, where appropriate, video calls to help children become familiar with their new school or setting, in line with our **Screen Use Policy** and with parental consent. Screen use is always supervised, kept brief, and used to support the child's understanding rather than to replace direct visits.

Safeguarding during transitions

Any concern about a child's welfare arising during a transition is recorded and responded to in line with our Safeguarding and Child Protection Policy.
We notify the relevant agencies where a child is identified as being at risk of **harm**, in line with the September 2026 EYFS notification requirements and the Working Together to Safeguard Children statutory guidance.
Where a child is transitioning to another setting, we share safeguarding information only with the consent of parents/carers, or without consent where this is necessary to protect the child.

Roles and responsibilities

Role	Responsibility
Headteacher	Ensures this policy is implemented, reviewed and shared with staff and parents/carers.
Manager / Deputy	Oversees transition planning, liaises with receiving settings and schools, and monitors records.
Key carers	Complete transition documents, share information with the new key carer, and support the child and family through the change.
All practitioners	Follow the procedures in this policy and raise any concern about a child's welfare promptly.
Parents/carers	Are consulted throughout, give consent for information sharing, and contribute to transition planning.

Monitoring and review

This policy is monitored by the Headteacher and reviewed on any change to the EYFS statutory framework, or every two years, whichever is sooner. The next scheduled review is **October 2028**.