**Transition Policy**

Transition in this policy describes the movement of children from one Learning environment to another. This can be from home to pre-school or nursery, or moving rooms within nursery.

We want our children to experience a smooth transition from one phase/room to the next, so that it *is* stress free and as *easy* as *possible* for both *the child and you the parents.*

'A high quality early years experience provides a firm foundation on which to build future academic, social and emotional success. The key to this is ensuring continuity between all settings and that children's social, emotional and educational needs are addressed appropriately.

Transitions should be seen as a process, not an event, and should be planned for and discussed with children and parents. Settings should communicate information which will secure continuity of experience for the child between settings'.

At Munchkins we share approaches to development & learning with regard to the EYFS and these will be harmonised between settings at the point of transition.

We share information with the next setting to ensure continuity of experience and support for the child's development and learning. For example; when a child is starting a new school we share their learning journeys *with* their new teachers and always try to provide an honest 'end of *setting* report'.

Here at Munchkins we value information passed from the previous setting and use it to support the child's development and learning.

We also use our Louis puppet as a shared resource to support exploring all aspects of transition with children.

We listen to children and involve them in the process of their transition Using Louis, 'All about School' and 'All About Me' books.

We spend a lot of time communicating effectively with parents/carers, to build partnerships and to explore and value their perceptions and experience of transitions we always make time and provide opportunities for children and parents/carers to familiarise themselves with the new environment and to start building relationships with key members of staff.

Nearing the new school term we develop close relationships with Reception Teachers in the local Primary schools and practitioners from other early years settings in the communit*y* to prepare the child for their new setting.

The children and parents at Munchkins are actively involved in the transition process and their experiences are monitored, evaluated and reviewed.

There are clear communications and forward planning for children with additional needs. We give extra support as appropriate, for children who have an identified SEN or for children who may be anxious or vulnerable during the transition process.

We adapt our 'All about School' and 'All About Me' books to support children and families for whom English is an additional language.

This policy has been adopted by Munchkins Kindergarten Ltd

Signed on behalf of the setting by:



Owner

Review date: April 2026