**Collingwood Pre-school**

**Transition - Routines within the Setting**

This document should be used alongside the following:

* [Statutory Framework for EYFS 2024](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)
* [Ofsted inspections of early years and childcare providers - GOV.UK](https://www.gov.uk/government/collections/ofsteds-inspection-of-early-years-providers)
* [Development Matters Guidance](https://www.gov.uk/government/publications/development-matters--2)
* [Birth to 5 Matters.pdf](https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf)

| **Areas to consider about your setting** | **Supporting Evidence** | **Actions you have identified** | **Date actions need to be completed** |
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| Do staff complete a transitional ‘All About Me’ when children move rooms in the setting?  Are parents introduced to their new key person?  Do children have opportunities to expore their new room with parents/their key person ahead of the transition? | The pre-school has an age range of 2y 6 months – rising 5’s. The children are in a large classroom, therefore there is no movement between rooms.  The Manager arranges the introductory session with the parents and ensures that the key person is available to meet the child and their parents/carers.  The family is invited and encouraged to explore the room and the outdoor area.  The visit is also recorded on the child’s Tapestry journal and parents/carers are encouraged to share the visit with their child before starting. |  | On-going. |
| Do you plan the learning environment and resources using the information from their previous key person when moving rooms at your setting?  Do you support children’s routines and ensure flexibility where possible? | N/A  The key person meets the family on their introductory session there is time for a full discussion on their childs’ needs and routines.  The pre-school will endeavour to meet all those needs and be as flexible as possible. |  | On-going. |
| How does practice help children form secure attachments with carers and promote a strong base for their developing independence and exploration? | The key person system is embedded in practice and due to a high staff retention rate many key persons will support the same family over a number of years.  Through on-going training and staff experience over time, the staff team have a clear understanding of the importance of secure attachments from the start of the child’s time at pre-school.  The high quality care and support the children receive from all staff promotes an environment where children are confident and happy to explore and develop independence. |  | On-going. |
| How do you support children’s transition within your setting?  Are children told what is happening next?  Are children aware of what to do/ what the expectations are of them during transition times such as tidying up, lunch time?  e.g Do staff support children to understand where things belong during tidy up time to help them gain an understanding of what is expected of them? | All staff support children through the session as transitions occur. The children enjoy an inviting range of activities, through free play, until snack time. The new starters are given verbal and picture prompts to support their learning of what is happening next. Children learn the routine of the session quickly and show a keeness to help tidy up, singing the ‘tidy up’ song as they go.  After snack the outdoor garden is available and all children have the choice of free flow.  Throughout this time the staff are on hand to support and encourage the children to participate in all the activities on offer. |  | On-going. |
| Are children giving warning before any changes in routine occur?  Are changes in routine calm, gradual and give children sufficient time to finish what they were doing?  Are staff mindful of children waiting during periods of transition, including lunchtimes or group times? | The children are given a verbal and picture prompt for any changes in the routine. A sand timer is often used to show the passing of time until the next part of the session.  This helps the children finish their activity, e.g art activities, construction games, board games, role play, puzzles, drawing and colouring etc.  Staff are always on hand (session rotas ensure this) to support children at waiting times.  The circle time has appropriate adult support and encourages children to participate in listening, singing and reciting rhymes. |  | On-going. |
| Are staff mindful of each other during transition times? For example, not all staff get up and start doing tasks at the same time, leaving children unsure of what to do next.  Do staff minimise the movement of educators in and out of rooms? | Every member of staff has a defined role and these are shared equally over the day/week.  This ensures that children are adequately safeguarded, supervised and supported at all times.  The two main areas, the indoor classroom and outdoor garden, are organised with staff to ensure the children are safe, happy and accessing all the learning opportunities.  There is also a member of staff on rota to support toileting, nappy changing and dealing with any accidents that may occur. |  | On-going. |
| Do staff provide children with positive feedback when they are experiencing transitions during the day? | Yes, all staff have a calm and supportive attitude giving verbal and physical (thumbs up) encouragment at transition times.  They may also use flash cards to support the praise they are giving. |  | On-going. |
| Do staff provide children with any props or visuals during periods of transition to help support their understanding? | The staff use communication boards as a visual prompt to help support children with transitions. |  | On-going. |
| Do the setting provide children with a visual timetable so they can see what is happening next or what is expected of them? E.g hanging up their coat on arrival, putting away their bag. | The staff will use a visual timetable to support children with transitions. This is used regulary with children with SEND to support their learning and understanding. |  | On-going. |

**\*Importance of Transition- Routines within the setting**

‘Transitions within the daily routine provide important structure and security for children, allowing them to predict and cope with changes during the course of the day. It is important that the daily routine still remains flexible enough to meet children’s ever-changing needs and interests.’

[Transitions-Tip-sheet-Daily-Routine.pdf (betterstart.ie)](https://www.betterstart.ie/wp-content/uploads/2023/02/Transitions-Tip-sheet-Daily-Routine.pdf)