Transition Policy

(2025–2026)

Transition Policy

Transition Policy (for Moving Between Age Groups or to Primary School)

1. Purpose

This policy outlines how Little Wonders Nursery supports children's transitions, whether moving between age groups within the nursery or preparing for the transition to primary school. We aim to make transitions positive, nurturing, and tailored to each child's developmental, emotional, and social needs.

2. Scope

This policy applies to all children, staff, and parents/carers at Little Wonders Nursery.

3. Transition Within the Nursery

- Transitions between age groups are gradual and child-led, ensuring children feel secure and confident.
- Staff collaborate with parents/carers to share information about each child's development, learning styles, and individual needs.
- Learning and development records, including observations, assessments, and progress reports, are transferred to the new key worker to ensure continuity in learning.
- Children will have opportunities to spend time in their new environment with familiar staff before the permanent move.

4. Transition to Primary School

- Staff work closely with local primary schools to support smooth transitions, sharing relevant developmental information and insights about each child.
- A personalised transition plan will be created, which may include:
    - School visits and familiarisation sessions
    - Meetings with primary school staff
    - Preparation for routines and expectations at school
    - Activities that build school readiness, including social, emotional, and independence skills
- Parents/carers are actively involved, receiving guidance, resources, and support to prepare their child for school.

5. Emotional and Social Support

- Emotional well-being is central to all transitions. Staff provide reassurance, encouragement, and strategies to help children manage change.

- Activities, discussions, and role-play are used to help children understand and adapt to new routines, environments, and social dynamics.
- Children's individual temperaments and needs are considered, and additional support is provided where necessary, including referral to external agencies if required.

6. Inclusive Practice

- All transition processes are inclusive, reflecting children's diverse backgrounds, abilities, and needs.
- Staff ensure communication is accessible for all families, including translation or alternative formats if needed.

7. Monitoring and Review

- Transition procedures are regularly monitored to ensure effectiveness and to identify areas for improvement.
- This policy will be reviewed annually or sooner if there are changes in statutory guidance or nursery practice.