

Understanding the Importance of Effective Communication during Transition within Early Years.



Figure 1: The Tool Box (2023)

A handbook that aims to promote and support practitioners within early years through transitions to encourage a child's learning and development.

Contents

Page 3 Introduction

Page 4 -5 What is a Transition?

Page 5-6 Roles of an Adult

Page 6-8 Needs of a child

Page 8 – 10 Theories

Page 10 – 11 Partnership

Page 12 -14 Intervention

Page 15 - 16 Possible outcomes

Introduction

Early years in the curriculum is commonly known as the foundation phase that is led by early years practitioners in settings encouraging and supporting development of three- to seven-year-olds (Foundation Phase Framework 2015).



Figure 2: Birth to 5 Matters (2023)

This handbook has been developed to support practitioners' awareness on children within the early year setting in preparation for them taking the important big step from home to Nursery. This type of transition is described as a vertical transition through a child's key stages of development (Flying Start 2017). The information within this handbook is predominantly aimed towards supporting a major transitions however, it can help support early years practitioners with more horizontal transitions known as daily routine transitions such as lunchtime to play time to home and repeat (Lindon 2012).

These terms of transitions are backed up by theorists and popular authors that have researched deep into the human development of a child and how they explore the world through typical early years development.

What are Transitions?

Birth to 5 matters (2023) describes transitions as a process not an event that should be planned. They also detail the key need to ensure a high-quality experience for children in Early years. A child should have continuity between home and school and the care givers within all those settings. The movement of transitions is explained as 'horizontally' by Birth to 5 Matters (2023). This can be for a child moving from one room to another whilst in an early year setting. In addition a child moving forward in more structured focused tasks such as lunchtime, going home with a care provider or back to nursery all in the same day are also typically known as horizontal transitions.

Figure 3: Wakeup-World



Flying start (2017) highlight that children also go through other major experiences that are key stages of child development known as vertical transitions. An example of this is a child starting school for the first time resulting in a major change in a child's everyday routine from being home all day with parents to now spending 2.h hours a day with early years practitioners. In practise Trodd (2012) supports this and explains that transitions tend to focus on the changes of children's experiences such as from one key stage to another or into a new setting.

Brooker (2008) suggests that in early education in the UK there is an urgent need for environments to have more high engagement opportunities for children to explore. Therefore, the transitions into new environments need shaped by adults in early years to shape the direction for the child's learning journey.

The Role of the Adult

Child development does not just include the expected brain development as babies and children grow, it also tries to explain why and how the development of the child unfolds Lindon (2012). An adult's behaviour in temperament and personality will affect the way in which a child will explore the opportunities given to them. Such opportunities given through play, first sight high engagement and risky play that gives a rough and tumble approach (Lindon 2016).

The adults responsible of the care and support of a child need to ensure they are fully engaging through the assessment period of the transition to starting a early years care setting (Flying start 2017). The purpose of the assessments initially takes place to build a picture to understand the needs of the child. In depth it explores the child's capacity and identify how practitioners can work effectively with the child to achieve the best possible outcomes (Flying Start 2017). To strengthening these relationships families may benefit from home visits from the practitioner outside of the nursery setting and



Figure 4: Clip Art

informal face to face visits of parents spending time within the environment the child is due to attend (Brooker 2008).

The Welsh Government (2014) highlight that it is important for those involved with child, a care provider and in education, that families are the centre on the interaction. Brooker (2008) finds that through watching, waiting, and allowing a child to make autonomous decisions promotes good outcomes for the child development in different transitions.

The Needs of the Child

Lindon (2012) suggests that children within early years are better supported by adults who are compassionate and care about the well fair and well-being of a child. A Practitioner and parent should have a good baseline knowledge of child development theories that can build accurate expectation of a child (Lindon 2012).



Figure 5: Clip art

Indoors



Figure 6: Clip art

Outdoors

Development for a child is through indoor and outdoor environments that are stimulating, exciting, fun, and safe. This is to fundamentally allow the child to learn by being curious to explore through first hand experiences (Foundation Phase Framework 2015). Fredrich Frobel saw children as curious and creative learners who learn to their best ability through activities, play, talk and self-reflection (Tovey 2020). Practitioners should encourage a child to explore the environment

autonomously to allow the child to be more independent within their play to pursue their own interests and talents (Tovey 2010). The Welsh Government (2014) formally recognise this and have embedded this into the Framework for children saying that children should identify their own personal interests to achieve the best outcomes.

Friends

A child will have the freedom to not only explore different opportunities but build relationships with peers. The United Nations Convention Rights of a Child in article 15 encourages a child to meet other children and join in groups that are accessible.

Participation

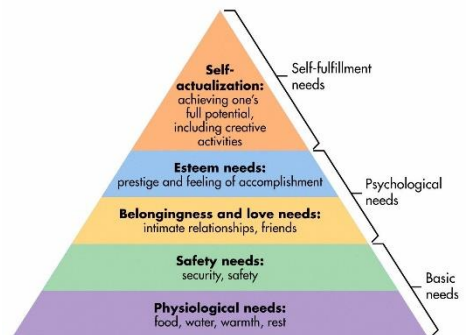
Children and young people need to have their voice heard when adults are supporting them so that they are taking part in the decisions that affect their lives (Children and Young People's Participation in Wales - Good Practice 2016).

Communication

The child needs to know that the practitioner working closely with them is supporting the above needs of the child. A practitioner needs

to have effective communication skills. This is done by ensure the child is listened to, you are giving them your full attention, being honest with them and understand their body language (Early Learning HQ). A theorist John Bowlby built his research on that communication through being a responsive adult can build a foundation of secure attachment of their needs being met, therefore the child forms a bond of trust and recurrently seek the serve and return attachment in future transitions. (Very Well Mind 2023).

Theorist



Maslow builds a pyramid that begins with building a foundation of needs to be able to support a developing child. Maslow starts by illustrating the basic needs of a child followed by the psychological and self-fulfilment needs. The basic needs outlines that every child should have food, water, and a place to feel safe and be well rested. The United Nations Convention Rights of Child (UNRCR) in article 27 states that a child has a right to adequate standard of living. In detail this means a child must have access to food and housing to meet their physical and social needs to support their development. This then allows the child psychological needs to develop through relationships with peers and other adults support them. Their self- esteem needs are then fed through to feeling more accomplishment and positive impact on their

Figure 7: Simplypsychology 2020

well-being. Self-fulfilment helps a child achieve their potential and to be creative (World of Work Project 2023). The foundation phase framework (2015) also links in with Maslow pyramid and lists in the curriculum they aim to ensure every child and young person has a safe home and wider community to support their physical and emotional well-being.

John Bowlby's (1958) attachment theory demonstrated that children in the early years are likely to form secure emotional attachments by having consistency through familiar adults when they are responsive and sensitive to a child expressing a need (Verywellmind 2023). Therefore, if the foundation of the pyramid within the Maslow theory is strongly built up through a child's development it can strengthen a smooth process of transitions.

Bronfenbrenner's explains that children's experiences are so varied, we live and grow through these (Brooker 2008). It is described by Bronfenbrenner as an ecological theory of human development of a child as they participate in a range of interests that all of which impact the direction of their development (Brooker 2008). Flying start (2017) outline that their staff adopt these types of approaches by building graded equal opportunities for children. The practitioners are aware that children may develop at different stages however will still maintain their own direction of development. Furthermore, by adapting approaches that are led with the rights of the child at the centre of the service delivery can back up the theory Bronfenbrenner suggests a range of interests which is led by the child's choice in decision making (Children's Rights Approach Framework 2017).

Fabian and Dunlop, 2002 and Vogler et al, 2008 two studies that investigated the experience from home to early years setting within early years childhood (Flying Start 2017). These studies show that after the initial settling in period when the child has a lack of interest absorbing the necessary information about the new rules and structure of their day. They quickly learn and switch to and have high engagement and levels of social interaction (Flying Start 2017).

Partnership

A partnership is a close ongoing relationship between the Early years practitioner's and the parent (Kirklees Council). Within this partnership it is especially important that communication is robust to ensure that the sharing of information regarding the child is up to date. To ensure that communication is continuous regular meeting, planning reviews and sharing of practise needs to be shared amongst the partnership (Kirklees Council).

Whilst the transition from home to nursery can be well prepared and planned the emotional attachment can become a barrier to a successful transition. When building the partnership, it is good to have an understanding of the different ways in which children form attachments. When relationships begin to build the sense of trust and finding comforts in another adult can help the process (Children's Workforce Development Council).

The Welsh Government (2014) use a multi-agency approach model called 'Team Around the Family' which ensures that a broad range of support can be delivered to children, young people and their families in ways that suit them and not solely to the child. The multi-agency

teams are advised to co-ordinate, target and tailor provision and intervention to their needs in the hope for the greatest impact to keep families working together.

The Children's Workforce Development Council advise that it is vital for multiagency and parents working with children and young people they acknowledge their role in transitions.

- Listen to children and young people concerns.
- Manage the process in a timely manner.
- Support Children and young people in the development of confidence in their own decision making.

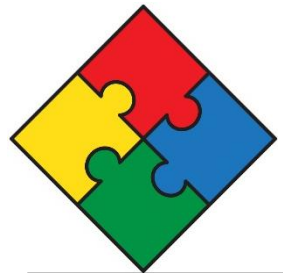


Figure 8: VectorStock

Multiagency working is built up of a large proportion of different services, agencies and a wider team of professionals working together to provide a service that meets the needs of a child, young person, and their families (Children's Workforce Development Council).

The Social Services and Well-being (Wales) Act 2014 focuses on bringing together multi – agency working to help improve the well – being of children that will be cared for and that may need support in doing so. In addition, the Childrens Commissioner for Wales (2017) created a Children's Rights Approach framework aimed to for those working with children. The Children's Rights Approach Framework (2017) embeds The United Nations Conventions Right of a Child

within the core of directing integrated practitioners understand the rights of child in all decision making, policy and practise.

When there is no consistency how transitions are managed it is likely to create some difficulties when multi agencies are trying to work with children and their families (Trodd 2012).

Interventions

Whilst interventions are effective it is important that a holistic approach is enforced for the best possible outcomes (Welsh Government 2014).

Meet and Greet

Trodd (2012) recommends that the early years practitioners should consider contacting the parents of the child and welcoming them into the setting and arrange re-visits for them to explore. Early Years Practitioners work actively to support a child to 'fit in' and research suggests that children's experiences are enhanced when staff support an induction period to help smoother transition's (Flying Start 2017). This will build a secure attachment between adult and child and allow a relationship as illustrated by Bowlby (Verywellmind 2023). This stands alongside the Maslow foundation of basic needs of a child building the trust, safety, and security (World of Work Project 2023).

Enabling Environment

Through meet and greet opportunities preparing your setting in an enabling environment that offers stimulating resources. The

practitioners can benefit from key observations opportunities to allow a clear understanding of the child's current development, interaction skills and begin to build a plan for potential next steps for the child (Birth to 5 Matters). In reflection Bronfenbrenner's approach to learning opportunity and the links to Maslow environment feeling safe and secure can impact a secure attachment with the new environment allowing supporting smoother transition lowering anxiety (Brooker 2008).

Story Telling

A child's communication is hugely led by spoken language, therefore supporting a story telling exercise regarding those ...horizontal transitions from leaving home, arriving at nursery and going home again (Lindon 2016). This can involve showing visual daily routine tables of new environment structure they will experience. Supporting the explanation of events through a story of what the child experience in that environment can help their expectations of what's been observed already through adult's experience (Lindon 2016). In the 1970s Jerome Bruner took a roll in a big research model based in Oxford which created a target method of observation. The observational data was analysed from the information from categories within adult behaviours and child's play. Following the studies, they adopted approaches that are more narrative this aims at story telling a child's experience (Lindon 2016).

Photograph Book

Kirklees Council suggest making a photograph book of the new classroom/nursery setting. These can be key pictures of the toilets, coat pegs, lunch area and the routine staff members with their names that will taking care of them. This can support the child's confidence and awareness ahead of the transition and a material that can be taken home with parents to keep revisiting before the expected start date. The principle of this is to allow the parents to have resources at home to reinforce familiarities to the child in preparation of the vertical transition from home to nursery (Flying Start 2017).

One Page Profile

Information regarding the child should be collated on a document format described as a “One page profile” or a “All about me” information card (Flying Start 2017). These tools are in place to gather a range of key information person centred focused. The types of questions that need to be answered in the first person are aimed at what the child feels they are good at or important to them as well as how best to support me when I may be feeling upset or worried (Flying Start 2017).

My name is _____ and I am _____ years old

My Family

What is important to me?

Great Things about ME

Things that may upset me

I am learning...

The best way to support me...

Appendix C1

Figure 9: Flying Start (2017 p71)

Proposed outcomes

Lindon (2016) explains that communication in forms of spoken language is what children absorb most information from. The language directed to them to explain changes in their day by parents, practitioners and other care provider need to be clear and consistent.

Positive intervention measures such as use of photograph books of the early years setting with small explanations will help the child

become more familiar with what they will expect when leaving parents to attend nursery (Flying Start 2017). Flying start (2017) continue to set out that robust communication such as telephone calls, written communication slips and producing routine reviews with opportunities to meet with practitioners can form better relationships.

The curriculum set out in the Foundation Phase Framework (2015) expects that with appropriate structured and planned opportunities in the learning environment children should enhance their progression developmentally. Equally the learning environment gives opportunity for children to explore being the unique children they are and freely explore through their curiosity and play (Tovey 2010).

Multi-agency practitioners need to share information positively and accurately in a timely manner. Of course, this is deemed best practise to do so and in some cases it can save lives (Childrens Workforce Development Council). The information that is shared must remain confidential and at the same time respond to the rights of the child (UNCRC). The outcome of working within the above guidelines gives the child a good foundation of advocates to maintain their basic needs (Maslow) whilst maintaining their rights as a child (Welsh Government 2014).

To conclude it is widely evidenced within this handbook that all theories, research, and policies focus on the need of the child. Flying Start (2017) really support face to face interactions in the first steps of the transition process along side Kirklees Council being keen drivers of visual resources for home to familiarise the child of the

coming changes of environment and adults taking care of them. Throughout the theorist research showed they all agree and highlight that a child's basic needs and important baseline that needs to be met to enhance a child progression through their human development (Maslow and Froebel). In addition, Bowlby explains that having secure attachments with a parent or care giver gaining trust and a sense of security helps lower the anxiety shared by both parent and child when leaving each other in the early stages of a vertical transition process (Verywellmind 2023).

Reference list Module 3 – Human Development

Birth to 5 Matters is published by Early Education on behalf of the Early Years Coalition [Transitions – Birth To 5 Matters](#) (Accessed: 29th November 2023)

Brooker, Liz. (2008) *Supporting Transitions in the Early Years* [electronic resource]. Maidenhead :, McGraw-Hill Education.
[Children's rights in Wales | GOV.WALES](#) (Accessed: 29th November 2023)
(Children's Workforce Development Council).
<https://moodle.uwtsd.ac.uk/mod/resource/view.php?id=514249>
(Accessed: 29th November 2023)
[Early Learning Resources Effective communication in early years settings \(earlylearninghq.org.uk\)](#) (Accessed: 29th November 2023)
Flying Start Transition Guide (2017)
<https://moodle.uwtsd.ac.uk/mod/resource/view.php?id=514247>
(Accessed: 27th November 2023)
[foundation-phase-framework-revised-2015.pdf \(gov.wales\)](#)
(Accessed: 27th November 2023)
Froebel Principles and practice today
<https://moodle.uwtsd.ac.uk/mod/resource/view.php?id=514237>
Helen Tovey 2010 Clarence Lodge, Clarence Lane, Roehampton, London SW15 5JW Registered Charity No.1145128
[good-practice-guide.pdf \(gov.wales\)](#) (Accessed 29th November)
Jennie Lindon and Kathy Brodie (2016) *Understanding Child Development 0-8 Years 4th Edition: Linking Theory and Practice*. London: Hodder Education Group (Linking Theory and Practice). Available at: <https://search-ebscohost-com.ezproxy.uwtsd.ac.uk/login.aspx?direct=true&db=nlebk&AN=1483002&site=ehost-live> (Accessed: 27 November 2023).
[John Bowlby: His Life and Theory of Attachment \(verywellmind.com\)](#) (Accessed: 27th November 2023)
Kirklees Council
<https://moodle.uwtsd.ac.uk/mod/resource/view.php?id=514250>

Lindon, Jennie. (2012) *Understanding child development 0-8 years [electronic resource]* . 3rd ed. London :, Hodder Education.

[Maslow's Hierarchy of Needs: A Simple Summary - The World of Work Project](#) (Accessed: 27th November 2023)

["Now What?" – The Energy Behind Your Next Big Transition | Wake Up World \(wakeup-world.com\)](#) (Accessed: 26th November 2023)

Nutbrown, Cathy. (2008) *Early childhood education [electronic resource] : history, philosophy and experience* . Los Angeles :, SAGE.

[Social Services and Well-being \(Wales\) Act 2014: children's rights impact assessments | GOV.WALES](#) (Accessed: 29th November 2023)

The open University Early childhood transitions research: A review of concepts, theory, and practice

(2023) Vogler, Pia; Crivello, Gina and Woodhead, Martin (2008).

Early childhood transitions research: A review of concepts, theory, and practice' Working Paper 48. Bern

[The-Right-Way.pdf \(childcomwales.org.uk\)](#) (Accessed: 29th November 2023)

[Transitions for Children - The OT Toolbox](#) (Accessed: 17th November 2023)

L. Trodd (ed.) (2013) *Transitions in the early years : working with children and families* . Los Angeles :, SAGE.

United Nations Conventions on the Rights of the Child [UN Convention on the Rights of the Child - UNICEF UK](#) (Accessed: 28th November 2023)

[4 piece puzzle image - Search Images \(bing.com\)](#) (Accessed: 27th November 2023)