

(Source: factdr, 2011)

A guidance handbook for early
years settings key workers
during stages of transitions



(Source: Nurseryworld, 2019)

*'Children do learn what they live. Then they grow up to live
what they've learned' (Nolte, 1998)*

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Introduction

Transitions can provide opportunities to complete self explanation also it is a chance to challenge fears whilst learning to deal with new and uncertain situations. This is why transitions are an important life stage as they allow gifts of the train station process for example, to learn more about an individuals self and what makes an individual fulfilled (Richardbjoelsondsw, 2011).

In early years children from birth to 5 years go through many transition for example, starting nursery or moving to year 1. Transitions offer opportunities and new challenges as transitioning from home to nursery should be managed effectively and sensitively. When a child makes a transition the child is entering a new environment for the first time which can be an emotional and anxious time for all individuals involved. When supporting all types of transition it should be treated as a process rather than a single event. Practitioners and parents should all be included in the process to provide the best outcomes for the child.

According to earlyyearsmatters (2020) a child's life is full of milestones more than ever before, entering a new setting for the first time, moving up school years, starting nursery and having a sibling born are seen by many individuals as a child. Transitions are considered as times of change, adaptation and growth. Transitions and milestones have a direct effect on a child's development and this is why it is such a key aspect that practitioners should focus on. When experiencing in transitions it can be a time which includes uncertainty as surroundings are not the same, procedure and expectations are different, faces of key individuals that will support growth and development are unfamiliar. This is why transitions have been described as an ongoing journey rather than a destination which also supports why it is relevant to a child's development.

As Wordpress (2017) discusses Bronfenbrenner sustained a bioecological model which is a theory of educational psychology that examines human development over time. There are four ecological systems that Bronfenbrenner demonstrates. These are systems that an individual interacts with, forming links between each other recording from closest to the furthest person.

1. Microsystem

This is the first and most immediate layer of the systems, it involves a child's human relationship, immediate surrounding and interpersonal interactions an example of this system would be a child having a relationship with a parent, sibling or even a practitioner in an educational environment.

2. Mesosystem

This is used because encloses the different interactions between the child for example, a relationship between the child's family and educational practitioner. When an interaction is

considered it has to be an integration between two aspects of the microsystem that influences the development of the child.

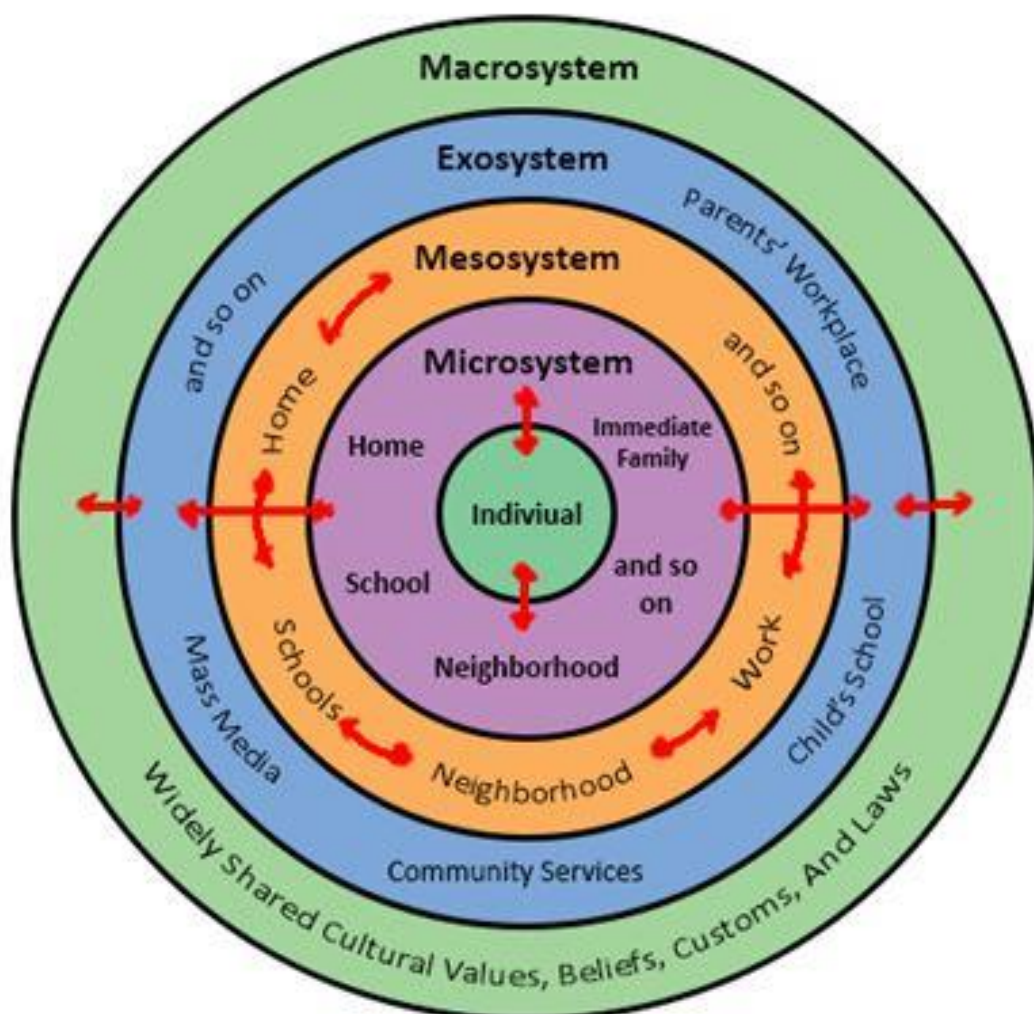
3. Exosystem

This is used because it does not affect the child personally but could do so indirectly. For example, if a parent were to be made redundant a child would be indirectly effected by this event as the parent will experience high stress levels and financial strain which a child will pick up on.

4. Macrosystem

This is used because this system was thought to be the one that embraces children the most. It encloses the cultural, societal beliefs and upbringing that influences a child's development. An example of this would be religious beliefs, faiths and gender norms (learning-theories, 2020).

(Source: Wordpress, 2017)



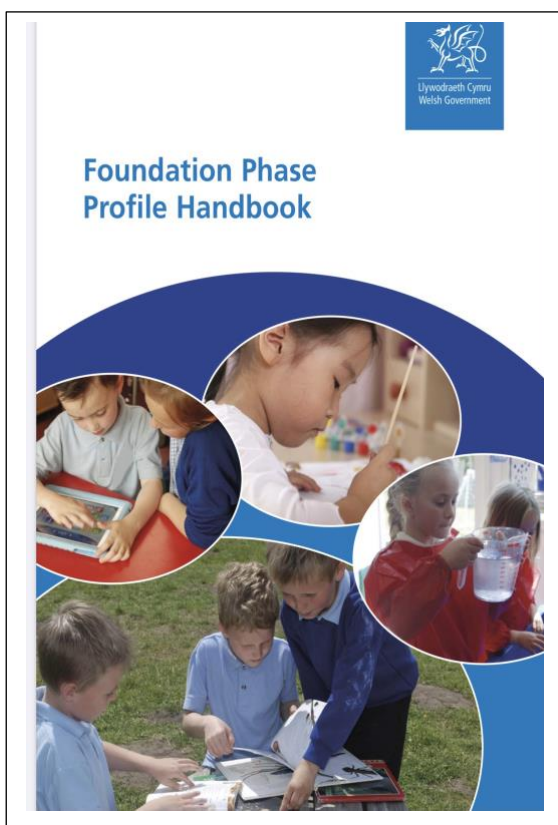
How to use the handbook in practice

The object of this handbook is to enable support to staff and practitioners that are in employment within the early years provision and sector. This handbook is a guide in how to show team members to complete these regulations and techniques in practice to allow quality and efficient ways of working. The guidance and techniques provided are in accordance with government regulations and guidance. The purpose of this handbook is for children aged 0-5 years old that are transitioning from home to a provision setting (Kingsschool, 2018).

According to Oxfordshire (2017) this handbook should be provided to staff to ensure a smooth process of transition. When working in early years settings a practitioner should make links and communicate with all professionals included with the child's care and learning to develop a positive communication method. The handbook will

improve quality of practise as it sets out expectations, aims, goals, strategy, methods, techniques, encourages values, demonstrates empowerment, communicates equality and rights.

Gov (2018) stats that this handbook should be used in line with the early years foundation phase profile 2018 handbook. The guidance is used for early years key stage practitioners, provisions mangers, employees and local authorities. The handbook should be used to provide and demonstrate support to moderate, observe, supervise and complete judgments in the early years sector. This enables outcomes that's are correct, efficient, successful, resultful and continuous.



(Source: Gov, 2018)

The role of the adult

According to Croneri (2017) when children are experiencing a transition from home to nursery, parents play one of the key roles to ensure a successful process. Parents working along the side of practitioners in a respectful and calm atmosphere allows children to feel secure, confident and full of self-esteem. Parents are the most remarkable individuals in a child's life as they have the most experience, knowledge and understanding of their child. Parental inclusion ensures that practitioners are informing parents on their child, involving any issues or problems that the child may have during the transition.

The adults role includes:

1. Making sure that each individual child's care is suited for their needs, whilst carrying out centre approached care
2. Ensuring support is provided so that the child becomes familiar with surroundings
3. Monitoring development progression and planning opportunities that ensure learning whilst considering the child's barriers to learning or education
4. Monitoring and recording routines, daily activities, development, progress, accidents, children's moods, administration of medication and any events.

These principles are a factor to why the support from an adult is important.

Starting nursery can be a difficult transition as it is usually the first time a child is away from their caregivers for a consistent amount of hours a day. Children may find it hard to settle, all children have different needs and some may take longer to enjoy and feel comfortable in their new environment. There are many factors to why this may happen for example, having a bad experience previously or even their age. It is essential to consider that it is a normal part of a child's development to be angry, upset and nervous about starting a new provision setting. Children do experience difficulties however, this is where the role of the adult takes place by working with all individuals involved to try different settling techniques.

These include:

- A child being provided with a comfort object
- Providing photographs or clothing that smell of the main Caregiver
- Engaging and demonstrating to the child that the environment is safe with their favourite activity or toy
- Setting a time limit when the child's arriving or leaving the provision.
- Planning different key individuals other than the main caregiver to do the drop off and pick ups (Croneri, 2017).

There are different types of attachments:

Secure attachment

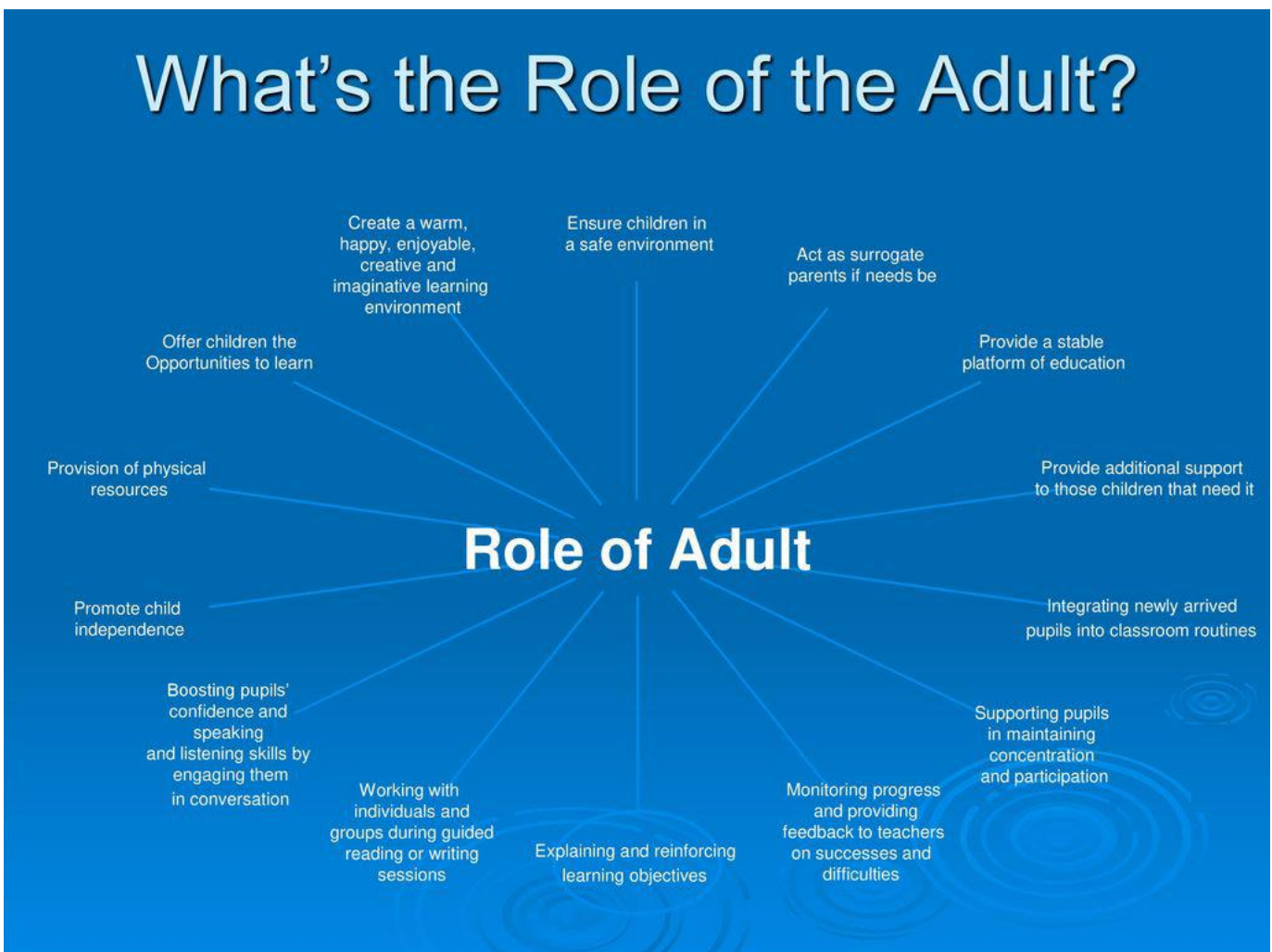
This theory is where the main caregiver is responsive, sensitive and consistent which enables the child to feel happy, secure and able to explore. Also it allows the child to feel confident about their needs being met. (Helpguide, 2020).

Avoidant attachment

This is the theory where the main caregiver is distant, disengaged and possibly neglectful which means that children will come across quiet, withdrawn and does not want to explore as the child believes their needs will not be met. (psychalive, 2015).

(Todyingham,2019) stats that John Bowlby developed a model of the relationship between children and their main caregiver known as attachment theory. In John Bowlby's research it investigates the experience with attachment as he believes it interferes with the growth, cognitive, physical and emotional behavioural systems which results in creating attachment issues.

(Source: Slideplayer, 2020)



The needs of the child

According to Choochoos (2012) ensuring inclusive practise is a high valued part of delivering outcomes for children including that each child's needs are met. When a child enters a new environment they feel overwhelmed, very anxious and disorientated. Supporting children to cope throughout a new transition and helping them to trust unfamiliar adults requires sensitive and appropriate planning. The duty of the practitioner is to plan, support and meet the needs of children from all backgrounds. Every unique child may have experienced many changes during their life and this why practitioners should approach calmly and prepared. This will help the child cope with change as they start the transition into another caring environment. Provisions should know the children and families that they are supporting as it is essential to take steps to build an effective relationship with all individuals involved. The practitioner should build confidence, show delicacy and use a reflective approach. The practitioner should develop skills to understand and recognise that a change and transition is taking place for the child and parent/ caregiver. Enabling strong leadership skills will support and allow practitioners to be reliable which enables the child to feel like their needs will be met during their learning journey. Making sure that the practitioner understands the needs and expectations for the child from the beginning as it will have a positive long term influence on the child's well-being, learning, education and the relationship between the provision and parents/caregiver.

Children are from a wide range of backgrounds, when children have experiences they will then carry it with them during their learning journey.

Many children experience:

- Poverty
- Loss in their household
- Emotional and physical trauma
- Unhappy or challenging home conditions
- Disability and health needs

According to Cincinnatichildrens (2020) the duty of the practitioner is also to identify the different areas of human development where needs must be met. These include:

Cognitive development –

Cognitive development is linked to imagination and problem solving for example, understanding the concepts such as colours, numbers and shapes. During transition children are needing to explore the world, children will start to show that they remember things. Children's cognitive development is closely linked into their developing language skills. Practitioners can support this area by providing the correct play activities as children are very alert and will follow moment of objects if they are close up. Also children will recognise parts of a familiar routine for example, becoming excited on hearing the sound of water for sensory play.

Emotional development –

Practitioners should demonstrate that children can share their feelings and that it is ok to feel the way they do. Supporting children to discuss their emotions, feelings with key workers and other children allows the child to recognise different emotions, understand why others may be feeling the way they do, how to control feelings, when to act on emotions and developing coping strategies. A practitioner can support this area by enabling the child to learn empathy and respect by providing a safe place where children can tell stories to each other, giving examples of emotional situations and considering the child's feelings. This is the opportunity for children to realise that others may feel the same way that they do (Cincinnatichildrens, 2020).

Social development –

When a child is discovering a new provision during a transition it is important that they have a key person with a strong bond to rely on. The practitioner and child will develop self- confidence, enabling the child to explore and gain new relationship with children and staff whilst feeling safe and secure due to the relationship. Children in this transition can find it easier to control negative emotions such as anger and use of their language instead to express their feelings. Children also find it easier to adapt their behaviour. A practitioner can support this area by doing group activities, involving them in teams and also setting out challenges in pairs which this will encourage the children to seek friendships at their own age. (Earlyyearscentre,2015).

Physical development –

There are two different aspects to physical development for example, fine motor movements which involves hands, eye co-ordination and gross motor movements which use arms and legs (locomotive). A practitioner can support gross motor development by providing material art classes, ballon play, bubble play, use of tricycles, scooters, use of hopscotch, trampolines and dance sessions as these activities can encourage a use of balance and co-ordination. A practitioner can support fine motor movements by providing play dough and putty, painting, play with sponges, rice races, water play, gardening and painting as these activities can encourage the child to use skills such as squeezing, stretching, pinching and rolling (understood, 2020).

As firstdiscovers (2020) states in the research of Lev Vygotsky's development theory suggests that learning is an important factor regarding social process as results show support of caregivers, parents, friends and practitioners. Vygotsky's theory encourages development through the main point of interaction with the child. In this theory it is discussed that experiencing social interaction within provisions, family and with members from the community is the base of which children discover behaviours and cognitive routines for their own society.

Vygotsky also investigates the zone proximal development to further children's skills and abilities greater than what they can achieve individually. This sociocultural theory shows understanding for children who lack certain skills when demonstrated in a provision, children will succeed these skills in the presence of an individual that has the knowledge. Skills that are shown in a social setting but not in an isolated area are covered within the zone of proximal development. This idea underplays the demonstration of 'scaffolding' where an individual that is known to be knowledgeable provides and encourages support to promote a child's cognitive development

Partnerships

(Source: infuzehosting, 2014)

As Wokingham (2005) suggests when experiencing transitions in early years, multiagency partnerships are a valuable and useful way of enabling support for parents and children. It also helps to encourage success and positive outcomes. Multiagency workers that include education, health, youth work, voluntary, health and social and other children's services make links and join together to provide working collaboratively and communication to ensure transitions are handled appropriately to the child's needs. Multi agency working can be beneficial to early years settings that may have a child experiencing transition, this also helps as it can provide ways of addressing other areas that may have risk factors that are apart of unsuccessful outcomes for children.

According to starschildcaregroup (2020) there are many strategies that professional partnerships can work together for example, supporting learning, development, sharing information, contributing, making decisions and advocacy. When there is a period of transition. For example, starting a new provision it's essential that partnerships and professionals to work together. There are many factors to developing a good partnership during transition periods.

These skills include:

Trust – This is the most influential part of a child's emotional and social development as when a child has to leave a parent it is a difficult process.

Involvement- multiagency workers must enable partnership to build and communicate to ensure that all stages and ares of the child's development can be tracked and assessed to meet the child's needs.

Shared expectations- All individuals involved must manage and shade the expectations that they have for child to ensure that it is suited and tailored to the child's pace of development.

Keeping up to date- As children learn at different rates and stages a partnership and multiagency workers must make sure everyone is being shared with the same information regarding the child as other maybe able to identify concerns or success around their development.

To encourage multiagency workers to join forces in practice often nurseries put stashes and techniques into place for example, providing parents evening this is helpful as it can raise any problems or concerns that may be present, coffee and tea mornings to show interaction and to share thoughts regarding the child. Lastly using daily diaries this can help better understand a child's rate of development and how the input from all partnerships are impacting (starschildcaregroup,2020).



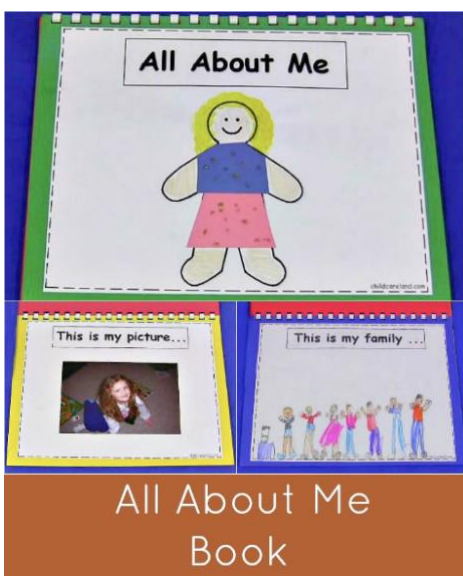
Interventions

As towerhamlets (2020) suggest there are many current ideas out there that provisions and practitioners use for intervention for example:

Parents information sessions – This is a process where the parents can be invited to a session where information is shared. Parents can include their and ask questions and sustain information about the curriculum and ethos of the setting. Also what support is available for both family and

(Source: childcareand, 2015)

child. This type of event is a valuable time to involve parents in establishing information about the setting from their prospective and to explore in what method they would like to be involved with the process.



Welcome pack- This idea is to provide the parents with the necessary information when visiting the setting or during a home visit. When using a welcome pack it is a good idea to invite previous parents and children back to suggest materials that they found helpful as they have their own experience regarding what worked and what did not work. These types of packs should be bilingual to suit all children's needs. A dvd or video of the setting and key worker may also be a good resource as this could include the child learning and familiarity with the provision and individuals.

'ME' books – This idea is where a practitioner invites a parent and child to create a ooh all about the child. This is an effective idea as the child can be included with this activity. The book should consist of photographs of the home and family, the child's experiences and interests, likes and dislikes, and what the parent would like a practitioner to know about their child.

Home visits- This idea is is where a practitioner could offer a home visit to plan and prepare for the child to transfer from home to the provision. This type of idea would include opportunities for parents and children to share and resolve any anxieties around transition.

According to madeformovement (2020) putting early years inventions and current ideas into practise is critical for children as it is the period where the child's brain is ready to adapt, learn and explore. All individuals involved with these interventions will benefits as they are able to better merging the child's needs from an early age and throughout their whole transitions and possibly any future transitions. If these interventions may have not been provided during the transition it could cause long term impacts on health, communication, language, cognitive and social development of the child.

Proposed outcomes

According to afaeducation (2017) in order to establish the best outcome for each child, practitioners must remember that a confident child will find it easier to settle. However children that are more vulnerable are likely to find it difficult to adapting to new relationships and surroundings. This is why it is important to follow the four key principles from the early years foundation phase profiler. Considering each unique child as some may need to be provided with more support to be successful. Ensuring positive relationships as children need effective professionals during the transition process. Enabling safe environments so that the provision is Similar to the home setting. Also remembering that children learn at different ways and stages considering the child's holistic needs inline with their care and learning.

Practitioners should work along aside the early years foundation phase proline to observe, plan and assess the learning of the child in the provision. Daily observations and photos of the child in the setting enables the practitioner to develop a plan of assessment for the child's individuality. The best method to use to monitor if a child is settled and how they are developing in the provision during transition is to use observational play. This can be done in a range of different ways for example, using a learner journey. This can be kept for each individual child, these type of documents can consist of the child's achievements, strengths and their identified ways of learning. This method is personal to the child and provides the correct information of how the child is developing and progressing (Earlyyearscares, 2014).

As nurseryworld (2003) suggests some children do not settle during transition and this can be a difficult time for all individuals involved with the child. Practitioners should be aware of warning signs that may arise for example crying, body language, loss of appetite, not wanting to take their coat off, facial expressions and withdrawal behaviour. There are many different types of withdrawal behaviours a child. Any show for example, unwillingness to join in conversation, staying close to a widow or a door, nursing their comfort object, curling up and hiding.

When children show these signs it's important to review the process or plan that was set for the child in the Boeing of the transition to nightlight any possible impacts or effects. Relocating a ad transition can be done in steps for example step one was the child prepared to start this setting, did staff make a home visit and did the key person familiarise the child's routines. Steps two understand the first days and what went wrong? Where there clear plans put in place for the parent to drop the child off or pick them up and was the child provided with the on to one support from the key person for the begging. Step there were there any changes at home or nursery during the transition that the child may be worried about for example, transferring form a cot to a bed, walking to nursery instead of using a pram and a key person been absent.

Many children will resolve their difficulties regarding settling during the transition period however on rare occasions a child may not resolve their issues. The practitioner should involve and suggest a partnership meeting or review which should be carefully carried out to decide if any other ideas may need exploring. During the partnership meeting with parent, staff and the child they must consider and sinus's what's best for the child from a professional judgement before taking or recommending further action that may impact on the child's well-being (Nurseryworld, 2003).

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