

A Keyworkers Guide for the Transition Between Flying Start to Early Years settings in School



(Source: Barr, S. 2019)

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Rationale

This handbook provides keyworkers with an understanding to an individual child, it explains how children watch others and how interacting with others can have a positive impact on the child.

It provides information on how it is an important role as a keyworker and how important it is for a child's well-being that the keyworker works with other adults in a child's life for example a parent or carer.

It provides Keyworkers an understanding how Flying Start has an impact on a child which helps children move on to the next stage in their lives into the Foundation Phase.

It provides an understanding of Safeguarding a child and how you as a Keyworker can help protect a child.

It provides an understanding of a relationship between a child, parent and a Keyworker (OLG, 2020).



(Source: Child Ventures, 2017)

Introduction

Flying start was introduced to Wales in 2007 for children under the age of 4 and for their families who live in the disadvantaged parts of Wales.

The programme has a range of options which could have a positive effect on both children and their families:

- “Some of the options include: “free quality, part-time childcare for 2 – 3 year olds;
- an enhanced health visiting service
- parenting support
- communication development” (Welsh Government, 2017, p.2).

Flying start has helped children prepare for their next steps into the foundation phase of school which is known as the transition stage (OGL, 2018).

Flying Start has a positive impact on children. Children are ready to mix with other children and they are ready to learn. Parents believe it has changed their children’s behaviour and giving them more confidence, which is needed to help a child with the transition from Flying Start to the Foundation Phase (Anon, 2012).



(Source: Flying start, 2019)

A Child's Need's

Physical and Mental Health

Children need to feel safe in their surroundings and be shown love and care from their Families and Keyworks.

Some of the thing's children need for their Physical Health:

- A Balanced Diet
- Exercise, and
- A clean Environment.

For their Mental Health they need:

- Love
- Confidence
- To be able to play with others
- Supportive Keyworkers
- Safe environment, and
- Guidance.

Children need to feel secure in their home with their family or in a different setting for example Flying start, it does not matter if they succeed or not.

A good environment means that children could have good physical and mental health (Mental Health America, 1997).

Children will always be in the centre of all transitions this is due to every child having their own individual need.

Keyworkers should create a warm and happy environment; they should not judge any child in any setting (Flying Start – Annex, 2017).

Safeguarding

When a child moves from Flying Start the time period must be done gradually to help the child and their family. Planning must be done, and the children can slowly move onto the next stage of transitioning from one environment to another. Information must be shared between all people involved in the child's transition, for example Keyworkers and Parents.

- “Welsh Government Guidelines on safeguarding children are followed at all times and Flying Start practitioners are able to recognise safeguarding issues and when and to whom to refer them” (Flying Start – Annex, 2017).

Safeguarding is to protect children from harm. Anyone that has contact and works with children should have a policy on safeguarding, no matter what the child's abilities and race may be. This is to protect children from harm. The policy is there to protect a child from adults and other children which could cause them harm and to care about their well-being. Safeguarding a child is to protect them from any abuse physical or mental, it protects them from being in an unhealthy environment making sure they are safe so it can give them a good outcome later in their lives. “Child protection is part of the safeguarding process” (NSPCC, 2020).

The four Nations in the United Kingdom all have different child protection systems and laws to protect children. Each of the four Nations legislations for practices and guidance's to protect children and prevent reoccurring abuse. Although the four Nations have their own policies, they are all similar to each other.

In Wales “Social Services and Well-being (Wales) Act 2014” (NSPCC, 2020) was brought in April of 2016. There are five different professionals involved in the policies for the protection of children,

- “Local Authority
- Chief officer of police
- Local Health Board
- NHS trust, and Provider of probation services that falls within the safeguarding board area”.

If a keyworker has any concerns that a child may be in immediate danger, they should contact the police. However, if the keyworker has concerns for the well-being of a child they should follow the procedures of the policy. Anyone can contact the NSPCC if they have concerns either by telephone or by email, you can find their details on the website, they will give you advice on what you should do next. You can also contact Social Services and they will carry out a risk assessment on the child to see if they need protection. It is the duty of any keyworker to report to social services if they think a child is at risk, this is under 'Section 130 of the Social Services and Well-being (Wales) Act 2014' (NSPCC, 2020). HM Government (2018) also say that keyworkers must work together to safeguard a child's needs in all areas, where they may suspect abuse or neglect. They should support the child through the trauma in order to have a comfortable transition.

Welsh Government (2017) say that all information about a child must be kept confidential between Keyworkers and Parents.

Transitioning

What does Transition mean for Early Years settings into Education?

Transition means to move children from one setting to another. Transitions are a part of every child's life. Where some children are ready and look forward to moving onto the next stage other children may not, keyworkers can work with parents to ensure the transition goes smoothly (Education Scotland, 2020).

The Welsh Government (2017) support Scotland Education's opinion on the transitioning of children in any education setting.

Children should always have support when transitioning from Flying Start to the Foundation Phase. A keyworker should share information about a child this may include photos. Children should be involved with the transition so they can understand the changes. Children should be shown around their new setting for them to become familiar with it for example, to know where the toilets are and to know where to find things they need. A child should also become familiar with the keyworker by either the

keyworker visiting the Flying Start setting or this can be done in the Foundation Phase setting, the keywork can familiarise themselves with a child by singing with them or reading to them or by talking to them and getting to know them to learn about their likes and dislikes.

“Foundation Phase Profile” (Welsh Government, 2017).

The Foundation Phase Profile (2017) is to assess children ages 3 – 7 this should be done at the beginning and at the end of the Foundation Phase this is to assess a child’s abilities and how they have developed in four different areas which they learn. These are:

- “Personal and Social Development, Well-being and Cultural Diversity (PSDWCD)
- Language, Literacy and Communication skills (LLC)
- Mathematical Development (MD) and
- Physical Development (PD)” (Welsh Government, 2017).

Transitions are important through a child’s life; it is about the changing of process of children when they go from one setting to another for example, moving from Flying Start to the Foundation Phase.

In the 1990’s transition only focused on one point this was the first day of school.

Transition means a change in every child’s routine and their lives which can change every day. This can suggest that it can have a big impact on a child’s development. “Development and socialization have become an important area of study during recent year” (Dunlop and Fabian 2007). Early years has become the main focus of transitioning children into the Foundation Phase. Every setting is different for the needs and the age of every child.

This pyramid shows an example of Maslow (1943) theory on the five different levels a person needs for Human Development.



(Source: Discovery-days childcare 2019)

Maslow (1943) had a theory that there were five levels for the motivation of humans, he believed that when a person fulfilled one basic need, they would move onto the next one. Maslow (1943) created a pyramid to display each need, the lower box in the pyramid shows that certain needs are basic ones. As Maslow (1943) moves up the pyramid he shows that people have more important needs which are more physical for example humans need love, warmth and food to motivate them (Cherry, no date). Maslow believes if a child does not have their needs met, they could have behaviour issues. A Keyworker would ask questions for example, Is the child hungry or thirsty? Or are there problems at home that may cause this behaviour? This could have an impact on a child when learning and playing with others. When a child's needs are met their behaviour could be positive behaviour which could help them play with others and learn (Discovery days, 2018). Saul McLeod, (2017) suggests that Bowlby agrees with Maslow if a child's needs are not met their development can be affected for the rest of their lives.

Piaget believes there are four stages to Human Development these are:

- The sensory stage 0 – 2 years
- The Pre – Operational Stage 2 – 7 years
- The Concrete Operational stage 7 – 11years
- The Formal Operational stage 11 years plus

The sensory age is where children learn to become aware of others, they start to learn how to use their five senses, they then reflect and learn to sit, talk and walk. The pre-operational stage is when they learn through imagination, ask a lot of questions and try to see the world as others see it. The Concrete operational stage is where children learn about understanding, logic and they learn how two people are not the same and they try to see themselves in someone else's shoes. The Formal operational stage is where they learn to love and hate, they learn about reasoning and concept. Piaget believes that people learn all their lives (Sprouts, 2018).

Mental Health America (2020) also says that Physical and Mental health is important to a child's development needs. Freud also thinks that it is important for children to have good Physical and Mental health through the transitioning period, this is because the impact could be that a child could find it hard to learn and they could get health issues for example, they could get Anxiety. If a child thinks they do not belong in an environment, they could struggle with the transition stage.

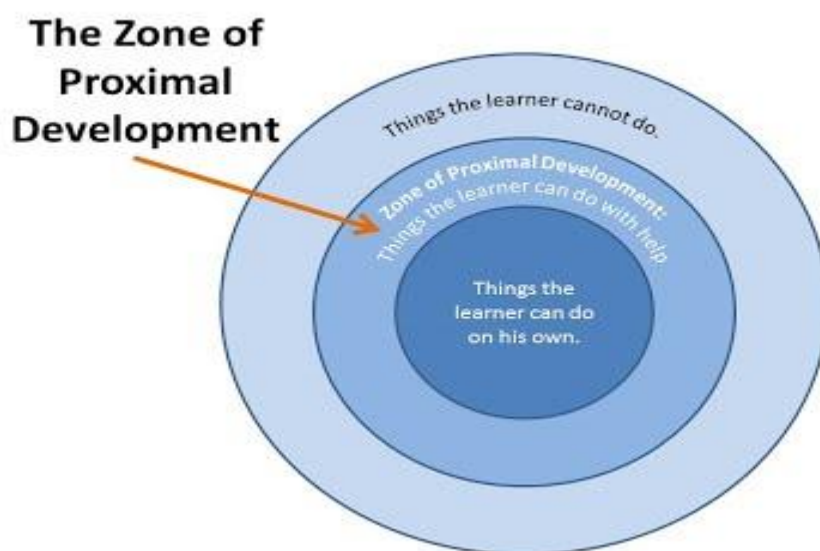


(Source Pinterest, no date)

Role of the Adult

Keyworker and parent's role

This image show's an example of Vygotsky's theory on Proximal Development.



(Jackie Porcello, no date)

Vygotsky thinks that a child will develop through Proximal Development through knowledge and being independent, children learn speech through adults, they learn by listening to adults talk (Prezi, 2020). Vygotsky believes that children learn through play using their imagination for example a child pretends to play a Mum or Dad role so they do the things that Mum's or Dad's do this could be pretending to wash the dishes or driving a car (Prezi, 2020). According to (Lawrence, 1998, p.15) Montessori agrees with Vygotsky that children do learn through play, however Montessori also believes that a child should play with real items and they should be to the size of the child:

“It may be said that we (adults) acquire knowledge by using our minds; but the child absorbs knowledge directly into his psychic life... impression do not merely enter his mind; they form it” (Lawrence, 1998, p.15).

Lawrence (1998) says that Montessori believes children learn more when they choose their own activity. As a Keyworker you can help them decide what they want to do rather than telling them what they can do, this will help them as they move through the transition stage and through their lives.

Bryce-Clegg (2015) says adults, Keyworkers and children should talk regularly about how a child is doing and talk about the arrangements with moving from Flying Start to the Foundation Phase. Keyworkers and families should also discuss a child's interests and experiences, these should be used on planning a child's work they should also discuss a child's record to get an understanding about the child. A Keyworker should also be in touch with both family and the Foundation Phase setting to ensure everyone involved including the child can help the transition go smoothly.

Symonds (2015) believes parents are very important with the transitioning stage of their child's life. It is important for their well-being that the home life of a child could determine the outcome of the transition. If a parent has a positive impact with a child's adjustment, then the transition should go smoothly. However, if a child does not have the support of their parents a transition may not go smoothly this is because if the child has a negative approach they will feel uncomfortable in their new setting which can make the transition difficult for the child.

The Psychology Notes (2020) suggests that Bronfenbrenner believes that working together in a partnership, at home and in schools will influence children with their development for the rest of their lives.

Observation

Observation is also important in transitioning, (Lawrence, 1998). Montessori thinks that a Keyworker or Parent should know what a child needs to help them. Observation can also help them to know when a child should be praised. Try not to let a child see you

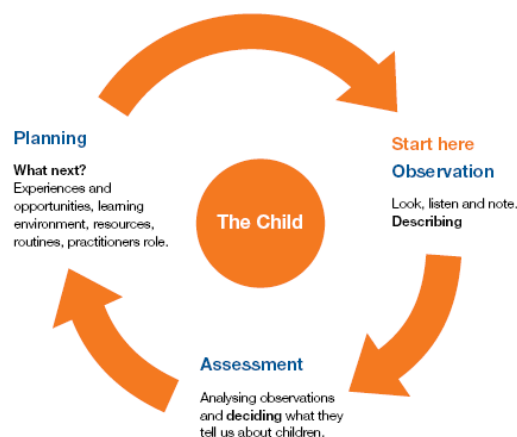
watching them as this can make them uncomfortable and make them make mistakes and behave strangely.

According to Lewis and Thomas (2016) during a child's time in their setting they should be observed by all Keyworkers in that setting, the observations can be either by planning or spontaneous. There are many ways to observe a child in their setting and two examples of this is that you as the Keyworker can watch a child's behaviour or how they socialize with others. With a Keyworker observing a child they can identify how a child develops. This information can then be passed over to the Foundation Phase setting to ensure the child has a good transition.

Baker and Burnham (2010) agree that observation is important you can do this by sitting with a child or watching a child from a distance to observe them for example, their behaviour and how they socialize with others.

"Observation of a child's behaviour can:

- Help an educator better understand why a child might have challenging behaviour
- Identify special needs
- Better understand the child
- Allows for documentation of skills
- Shows the child's communication style
- What their interactions with their peers are like" (Spreeuwenberg, 2020).



(Source: Northamptonshire County Council, 2020)

Intervention

Welsh Government (2017) think that transitioning from Flying Start into the Foundation Phase can be hard for young children. Keyworkers and families can work together to help a transition go smoothly. Everyone in a child's life can agree an arrangement for a child to have an induction day for a child to get used to their new setting. The adults can meet to discuss the needs of a child, the discussions can involve who the child is friends with or things that might relate to a child's well-being.

Welsh Government (2017) suggests that children learn through play; play helps with their development inside or outside of their setting this can help with children transitioning from Fly Start to the Foundation Phase, so everyone knows what a child understands.

Early Education (No date) says that Froebel believes that children learn through play. Froebel suggests that children learn through nature, they get experience and an understanding of the world. Froebel also uses a set of gifts like blocks, sticks, wax, sand, chalk and clay, for mathematical and science knowledge.

Symonds (2015) thinks there are four things that all adults involved with the transitioning stage should help a child with these are, Preparation, Encounter, Adjustments, Stabilisation. Preparation can mean to help organise ready for the role of transferring. Encounter to make a judgement on the setting that a child moves to for example ensure a child is happy in their new setting. Adjustments is to maintain the well-being in the new environment. Stabilisation to maintain any support and demands that are required after the transition to the new setting.

Outcome

If a child attends an induction day, they can become familiar with their new settings and will get to know familiar faces in the Foundation Phase, as they slowly become introduced they will be more comfortable in the setting independently (Welsh Government, 2017).

Children will continue to learn through play, this is because they use their imagination which gives them experience and understanding of the world for example, through nature which can teach them about how a flower grows or how to count using blocks (Early Education, No date).

If children are prepared for the transition role it becomes easier for them to understand what their next steps are. Children will judge their new environment for themselves and when they are happy with the surroundings they will settle down on their own. The well-being of a child is the Keyworkers role to ensure a child is happy in their surrounds and if there are any issues that they can help the child settle, which could be to play and playing makes a child happy. If a child is stable in the new environment, they will need little support and have little demands, so the child will continue to be happy and the transition should go smoothly (Symonds 2015).

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