



(sours : Trainers library 2020)

Hand Book

For Early Years

Practitioner

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Introduction

Aims

The purpose of this handbook is to give knowledge and understanding to early year practitioners to support child and their family during the transition from nursery to pre-school. to make this transition process for each child a positive experience and will - planned that look after each of the child individual need. this handbook will look at the need of the child during this transition the environment ,working in partnership and the importance to clear communication during these process.

Transition

Transition is a processes of change in a child life and routine. research has shown that children that have developed a positive attachment will find it easier than other. NDNA(2020). Children go though many sage of transition in their life . Vogler suggest that there is two different circumstances of transition. Horizontal is a small change in a child life and routine that happiness in a day today basis. For example children following routine of an early year setting, moving from one activity to another. Vertical transition which is a big change in a child life and routine for example a child moving from nursery to pre-school. Flying start(2017).

It is important for transition to be positive and to run smoothly for the child, parent or carers and of the early year setting. This will make the child feel more confident and settled which will make them ready to play and interact with other children and practitioners. Children and parent carers having positive relationships and working in partnerships with early years practitioners will lessen the level of worries for child and parent or carer when transition happens. NDNA(2020) following that Susan Isaacs states that child experience at early year setting should be a natural piece of a child's life. That should provide love and warmth as well as supporting them with new experience and opportunities that they might not get at home. Mickleburgh(2018). The term after every child's 3rd birthday are eligible to early year education which is founded by the Wales government. Wales government(2022) there are many ways to support child and family during transition to pre-school that make the process a positive experience that will support the child's development, emotional and Wellbeing. If this is not done with care and nurture it will impact on the child's ability to feel safe, play and learn. Surrey County Council (2023) These practices we have highlighted throughout the handbook.

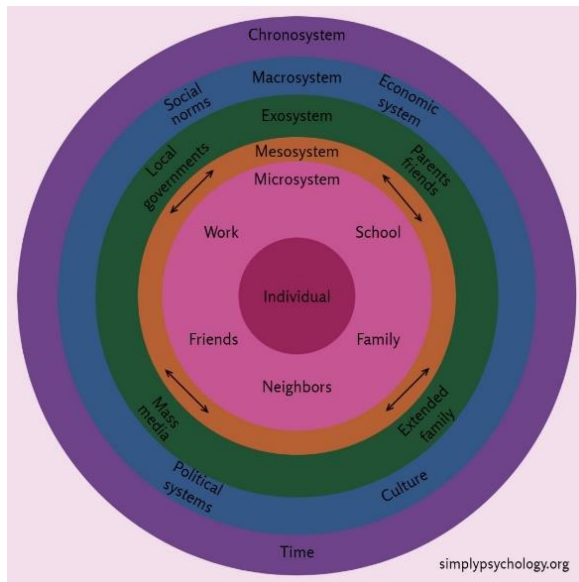
The Role of the Adult

The role of the early year practitioners from both setting is to have the child – centred in the transition by using knowledge of the child experience during nursery. Communication with the new preschool leader about the child interests and like and dislike will make the transition run smoother and then they will be able to build a picture of each child as an individual. By getting to know the child interests and development needs the child are likely have enjoyment and positive outcome to learning . Bring value to the unique skills and knowledge that each child brings to the setting . ‘Developing our relationship with child should be a joyful experience for everyone’. Welsh Government(2022)

Machynlleth Community Children Project purpose is to have a high quality care that given in a safe and stimulating environment where the can learn though play and working in partnership with parents/carers to make sure that there child holistic needs are met. Machynlleth Community Children Project (no date)

Working in partnership with main caregivers is putting Bronfenbrenner ecological theory into practice which he look at child development as a complex system of relationships that is affected by the children surrounding environment and the and the impact of the larger

environment around them. He divided impact into five different systems. Which he formed into a circle with child in the center. Guy-Evans(2023)



(sours : simply psychology 2023)

Microsystem is the most import people in the child life for example the child family early years professionals and friends that have the most influence on the child life. The microsystem also show the import of effect communication with different child care professionals and their families can help the child development if this communication is not clear this will result in child needs not being meet.

Mesosystem Is the next level is all the people and different agencies work in partnership for the welfare of the child. In order for the child to have the best start in life this help families that are facing difficulties in the family life and children that have special education needs.

Exosystem the third level that are people from local community , board trustees in a childcare setting that the children does not have any contact with but still can have positive or negative effect the on the child well-being and development.

Macrosystem this the impact on the government , laws that has effect the families and the child environment .

Chronosystem it transition a child make during a period of life. A period of time that as an impact on the child environment.

Conkbayir and Pascal (2014)

In the early curriculum says having welcoming effective environment in an early year setting that support and promotes the children holistic needs giving a wide and varied experiences both indoor and outdoor. which is constantly been evaluated and reviewed . That children have the opportunities to explore and play. Making the children have a sense of belonging. Welsh government(2022) as said in Article 29 of the United Nation Convention on the Right of the Child Save the Children (no date)children have the right to be the best they can be education must help them develop the skills that needed for them to thrive.

Supporting that principles 5 on the play work principles is that the role of the early year worker is to provide and support environment and space that all children and young people in which they can play. Playwork(2005) Montessori had a great beliefs that the child leaning environment should be a place where children can develop at their own natural pace and where they can freely develop the leaning .

The environment that the early year works give should be a stimulation and where children can develop and learn in a natural and individual way. She express how it is import for children to learn though their senses and the child should take responsibility for their own learning Gray and Macblain(2015)

Transition process can be very challenging for child and their families. As Ainsworth stated children are likely to find the transition process enjoyable and be at ease when they feel like the attachment to the their parent or many care giver is not threatened. Kay and contributors (2012) she worked with Bowlby and built upon his theory of attachment. she believed that children can form many attachment and dose not just have to be mother it could be other member of the family or other adults who provided on going loving care. She identified the different type of attachment behaviour she observed this behaviours when the main caregiver left the room. The different type are

anxious/avoidant : the child is not distressed when their many caregiver leaves the room and may turn away when they return

securely attached: the child get upset when the main caregiver leaves but easily comforted when they returned.

Anxious /resistant : the child is very clingy and distressed when the caregiver first leaves .

when they return the child cries and want be immediately want to be picked up.

Knowing this behaviours types the early year practitioners can support and look after the child welfare during transition process.
Conkbayir and Pacal(2014)

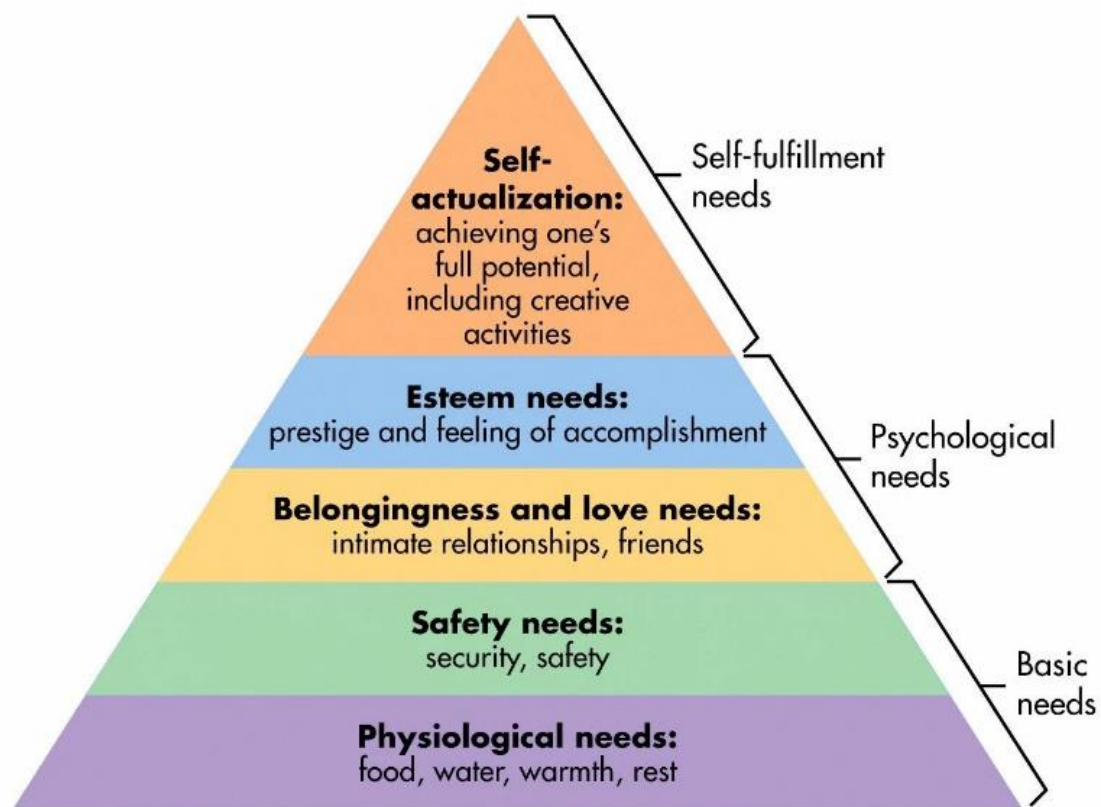
Having a key worker approach in early year setting will support children transition and form attachment. The role of the key work is to work alongside the parent or carers to form bond and a close relationship to their child. Also to carry out the child physical care needs and support their holistic needs and development. Miller and Pound (2011) being the main contact with the child mine care giver developing a professional relationship with effective communication which will give the key worker a understanding of their child needs and routine and provide the mine care giver with face to face feedback of their child's day. As said by Elfer 'the key work approach is in simple terms a triangle of trust that an educator and parent or carer build a support the child and their experience in an early year setting . each part of that triangle has even sides – no one participant is more or less important than the other '. Barnardos (2016)

The Child Needs

Understanding that children are individuals and their needs during transition. some children may find it hard then other and will need more support to develop the skills need to manage this change during transition period. Not have the necessary support during this process can have negative effect on the children lowering their self-esteem and forming relationships with other children and early years works. Children need to build trusting relationships between life at home and early year. Making sure that the all children holistic needs are meet. Which will nurture the children well- being and give them a sense of belonging. Welsh government(2022). Children need a voice the need to know that they have been heard and understood whether it is verbally or nonverbally. Breaking down these barriers during transition will include the child and support them. Early year Education (no date). As article 12 in the United Nations of the Right of the Child states that children have the right to be heard and to and taken seriously. Save the Children (no date).

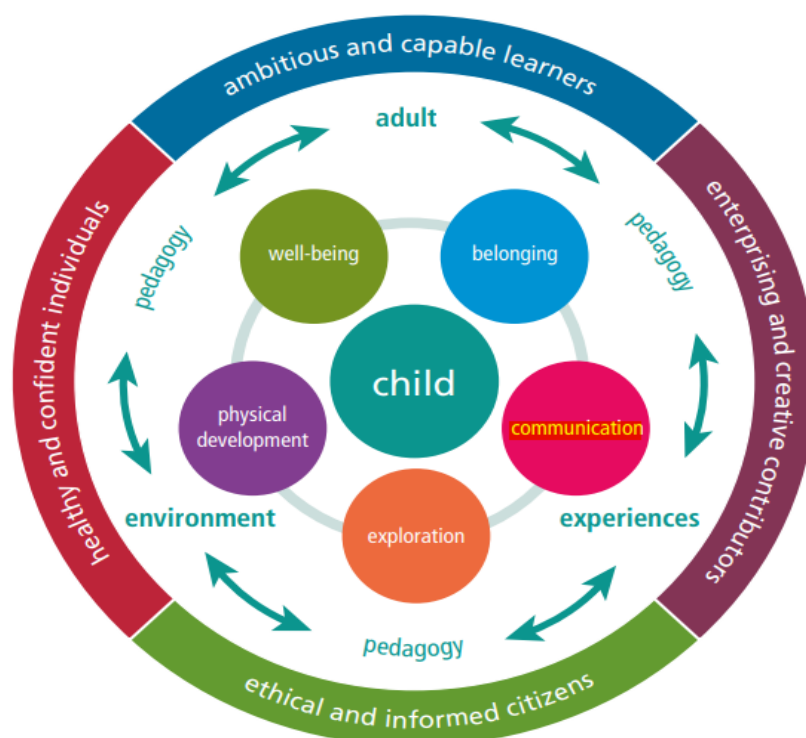
Following that Maslow's Hierarchy of needs that show five human individual needs. The needs at the bottom of the triangle need to be meet first before the next level can be achieved. this show that it important to look after every child individual needs during transition because if the basic needs are not being meet.

The child will not have a feeling of belonging and want form relationships with others which will make the transition process hard for the child. Mcleod (2023)



(source simply psychology 2023)

Like Maslow's Hierarchy of needs new curriculum in Wales look at the five development pathways this is by look at the needs of each individual child and what the bring to their own learning experience. During transition child need to feel like they belong and that that their wellbeing is been meet. So that they can have confidence to play and explore the environment which will lead them to learn through their experiences Welsh Government(2022



(sours : Welsh Government

2022)

Working in Partnership

Working in partnership with other early year professionals , multi agencies and families get the best outcome for children in transition and thou the whole time that they in early year education. 'working in partnership with parents and carers is central to the early years foundation stage Gov.uk(no Date). Working in cooperation with key work from the old early year setting sharing information on the child and their development that the parent have had an input with. keeping clear communication with family and multi agencies is affricative to get the right outcome and more of a clear picture of the child needs or if they would need extra support when starting the early year setting. Early years (2019) children with special education needs will need all early years professionals to working in partnership to help the child and family though transition.



(sours :the head teacher 2018)

Intervention



(sours: Kiddy 2023)

Support children during transition there are many steps that can be put into place to make the transition run smoothy and to maintain effective commutation with parent and carers. All these step can be adopted if the child has SEN to support that child needs.

Letter

Before children transition from nursery to preschool the parent and career have a letter to inform them about the transition. Which has information on about the preschool and the early practitioner working in the setting. If a family speak a different language translating the letter in there speaking language. to break down some of those language barriers.

Preschool leader visit nursery setting

The time leading up to the child moving up to preschool. The preschool leader will visit the children in the nursery. The leader will carry out some adult lead activities for example story and music sessions. The children will build a relationship with the leader which will ease the transition process. Also give the leader a picture of each child holistic needs and how they can support them during the transition. A child with SEN will may have need more of these sessions or one to one sessions to help them build a relationship with the preschool leader and for the leader to get to know their career needs.

Book of setting

Having a preschool book for the child to look at nursery which has pictures of the preschool and staff for the children to familiarise them self with the setting and the staff. this book is accessible for the children any time during their nursery session.

Having transition visit from nursery

The child key work from the nursery arranges visit from nursery to the preschool setting. That the key work attends with them. Getting the child used to the environment ,routine and the preschool staff. the keyworker of nursery will give feedback to parent or career on how the visit want. The child will have a few of these visit leading up to the time they will start preschool. This get the children ready for their next step into preschool life.

Parent visit preschool

The parent or career have a visit to the preschool setting with their child. This will give parent or career an opportunity see the preschool environment. See what their child will be doing at the setting been shown the routine and meet the preschool staff.

Parent or career can ask and questions or concern that they may have during this visit.

Hand book

Handbook each family will be given a handbook with all information that the parent or career need for example children registration forms, setting policy and procedures. which also includes a picture of the preschool staff.

One Page Profile

One page profile will be given to the family just before the child start preschool which the parent or career feel in. This information will help the setting to get to know child's like and interest and the best way to support them. Machynlleth Community children project Ltd (2021)

Feed back

Child key worker to give verbal feedback to parent or career at the end of the child session and share photos of the child in the setting during the day on the daily report app. Welsh government (2023)

Chat up time

These session are time that parent or career and come into to the preschool setting and have more detailed conversation about their child progress what their child has achievements or raise any concerns on how their child is developing and how will they have settled in to preschool. key work sharing their child's observation and work that they have achieved during that time in the setting. Welsh Government (2023)

Using all for this step will support the child and give a positive experience during transition and will get the best outcome for the child and their family.

Outcomes

Early year practitioners know when transition has been successful and the child is settled in to preschool setting . When the child independent plays and follows their own interests thou in enjoyment of learning. Become less dependent on the key work and form different relationships with their peers and other members off early year practitioner . (Welsh Government 2022)

Practitioners know when a child is not settled into preschool. when the child is unsettled maybe upset and un able to play. This when the key work needs to work more closely with this child and family to help them settle and under line if there any problems or changes at home.

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