

Transitions in the Early Years



‘Our awareness of the importance of paying attention to children’s transitions is a modern phenomenon.’ (Lyn trodd)

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EAEE4003/C

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Introduction

“Transitions are the moves children and young people make from home to an early learning and childcare (ELC) setting, from there to primary, from stage to stage, from primary to secondary, between schools and from secondary to further education and beyond.”

(Parent zone Scotland 2021)

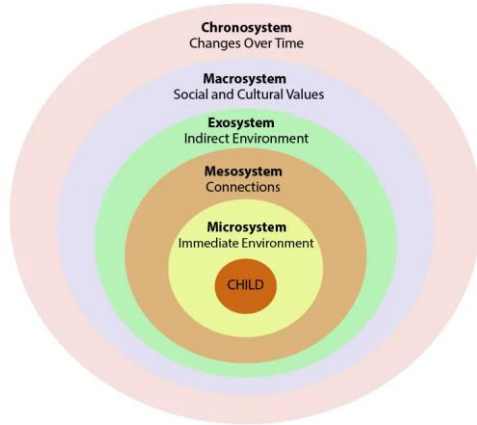
According to

<https://www.earlyyears-matters.co.uk/eyfs/positive-relationships/transitions/> children entering new settings and being around unfamiliar children and adults is seen as an exciting time in their life, the children would be introduced to many different transitions that will have an impact on their development. Transitions should be looked at as a process and not as an event. (Hunt no date) states that transitions can be a challenging time if it is not prepared for. When children are exposed to a different environment, it can be quite overwhelming. The children will need to adapt on their surroundings and those that are in the surroundings. Practitioners should be able to allow the children to feel safe, as the children may lack the ability or confidence to face the changes that will occur. Practitioners will need to keep an open mind when children go through transitions and to remember that each child is different, meaning that each individual child will be at a different development stage, some children may need more support off their

practitioners to make positive transitions.

www.towerhملت.gov.uk States that children may experience different transitions other than starting in new settings and in their daily life. Some children may experience transitions when moving to a different country. All transitions offer children to take new opportunities to involve on their development but may cause a mix emotion for the children and their families, the Early Years Foundation Stage expresses those smooth transitions can have a positive impact on the children's wellbeing and help the progress of the children's learning and development. Practitioners encouraging the processes of transitions can assist children in developing on their confidence and their independence. Bronfenbrenner's (1979) theory has placed a much greater emphasis on how economic, political and cultural factors have an impact on the children's learning and development. Bronfenbrenner's theory not only emphasised on how each individual child biology plays a role in their development, but also how the children will learn. Bronfenbrenner's ideas of the children's unique biology and environments that they develop may be the best way to understand the relationships between the two. (Parenta, 2018)

Bronfenbrenner's Ecological Systems Theory



(C) The Psychology Notes Headquarters <https://www.PsychologyNotesHQ.com>

Source: Bronfenbrenner, psychologynotes. (2021)

How to use the handbook

Welsh Government (2008) states that the adults who are surrounded by the children have the responsibility of ensuring the children have the best start in life and to support the children throughout their development. This handbook has been designed for keyworkers working alongside with children in a flying start setting, the children will be at the ages of 2 – 3 years old in this particular setting. This handbook should be used by a keyworker as a guide to gain more awareness of the importance of transitions in children's learning and development and how the role of adults has an impact on their development. The aim of this booklet is to provide a guidance and an understanding for an early year's practitioners based on research that has been provided to support children and family members during the process of transitioning, to ensure positive transitions for children entering the flying start setting. The booklet will look into the needs of the children, the role of the adults, partnerships and interventions in depth.

The needs of the child

Some children may benefit from the practitioners meeting at their home where they feel safe, know the surroundings very well and be in the comfort of their parents. Practitioners will be able to discuss the needs of the child by talking to their parents or carer and by also observing the child for themselves, notes should be taken in order to care for the child correctly. The notes should include what the child likes, dislikes, allergies, food likes, books, and what activities they enjoy taking part in. It is important that practitioners are aware of any health issues or learning difficulties, to ensure that the staff are able to prepare for and that all staff are noted. Easing a child into a new setting can be beneficial as they are able to get used to their new setting and the environment, practitioners could suggest that the children bring something from home that they are familiar with into the setting perhaps a toy or a comforter to the shorter sessions. (First Discoverers, 2020)

(Toucan Learn, No date) states that Making a child feel comfortable in a setting can be difficult for others and easier for some. Practitioners should give the children a sense of belonging in their new environment, this may be achieved by labelling where their belongs will go or a draw for the children to place their work into. Setting may have equipment from the home setting that the

children can play with such as kitchens or toy houses where they are able to react their home lifestyle in the setting. Children are aware of the routine that takes places they become aware of what happens at certain times of the day, the children are able to predict that they will be able to play after a snack and so on, this will help with their settling in. All children need to be cared for in a nurturing environment, no child should be ruled or left out because of their culture, race, religious beliefs, their spoken languages, family backgrounds, gender, ability or any additional learning disabilities or needs. Children may experience attachment difficulties when leaving a parent to enter the setting, the children may need some reassurance from their practitioner during this time. For transitions to proceed smoothly, practitioners can use the information gathered on the children into activities to allow the children to settle. Enjoyable activities can impact their development and maintain their well-being. (Smidt, 1998) According to play approach allows the children to develop a creative imagination, physical and emotional strength. Play can have an impact for healthy brain development and build relationships with other children and practitioners while exploring the world around them and overcome their fears. (Pediatrics, 2007)

The role of the adult

Parent zone Scotland (2021) states that transitions have an impact on everyone's life. The support from parents and staff can be beneficial for the transition to go more smoothly, while children are moving through states in their life. (Croneri, 2018) states that practitioners must ensure that correct planning procedures have been put into place to support the children throughout transitioning to result in positive transitions.

Practitioners should identify the needs of each individual child, to gain an understanding of what stage the children are with their development to encourage confidence to allow the children to settle into the new setting. Practitioners have a duty help children during their transitions to move on to the next step and will need to handle transitions with great care as it can be an anxious time for all involved. According to Early Years Matters (2016) a key person would represent an adult from home, the key person would build a caring and understanding relationship with the child before helping the children make friends in the setting to gain a sense of belonging in their new surroundings, perhaps may achieve this by planning small activities where the children are able to get to know one another. The keyworker can help the children to become more familiar of their surroundings by allow the children to

explore what is around them and where certain areas are and what they are able to do and by teaching the children how to remain safe while doing so. (Kelly 2015) states that the key person has the responsibility to collect information on the children in their care, the practitioner should be aware of the children's learning requirements, their culture, background, ability, any learning disabilities, medical history and what may cause the children to become upset, the information would need to pass on the rest of the staff in the setting for the children's needs to be met. Practitioners have an input into planning, as they will know what the children would be interested in and what the children may benefit from for their process of development. Early years matters state that children benefit from secure relationship where they feel loved and safe this is normally provided by the child's parents, children can develop this relationship with their practitioners. The key person is responsible for the children's feelings and meeting the children's needs when emotional or difficult behaviour is being shown in the setting. Children that have an attachment with their key person/practitioner, a bond is made this will allow the children to feel less separated from their parents and more engaged in their play and activities within the setting this will increase the children's independent skills and have a positive respond with their development

Partnerships

According to (Patel, No date) parents and practitioners can support transitions by having a respectful relationship. Practitioners are able to inform parents of what development stage their children are at and what could be achieved with the help from the parents outside of the setting to avoid any delay in their development. A child entering a new setting can be overwhelming for both children and adults.

Practitioners are able to reassure the children by carrying out conversation with their parents, this will have a beneficial impact on the parents and can contribute to smooth and positive transitions. (Thomas 2019) states that parent partnership is undervalued when supporting positive transitions for children.

Practitioners should ensure that the parents are encouraging and reassuring the children to enjoy the transitions of moving into an unfamiliar environment.

Parents and practitioners should have a respectful relationship where both parties are able to comfortably and professionally discuss the best interests for the children and what can be put into place to help with their learning and development. Effective communication within partnership ensures a smooth transition when parents are able to be informed with the

correct information by practitioners to support the process, parents should feel that they are able to discuss with practitioners what the process involves and what they are able to do to help and any concerns or opinions that they may have. Pacey (no date) Practitioners working in partnership with parents in central to the National Minimum Standards of Registered (NMS) Childcare in Wales. Practitioners have a duty to report to parents on their children's learning and to be mindful when communicating difficult things to say. Some parents will need more support than others when going through the transitioning process or perhaps there may be a language barrier, it is important that practitioners take the time to get to know the needs of the parents aswell as the children and to have the time to be able to share information across.

Interventions

All children deserve to have the best possible start at their life. Many children face disadvantages in their life that has the power to affect their development and their happiness. Early intervention means identifying and providing support to children who may or are exposed to poor outcomes. Effective early interventions work to prevent problems within the setting occurring, or to be able to face the problems. The risk factors of a child being exposed to poor outcomes may threaten children's development, limit future social and economic opportunities, and increase the likelihood of mental and physical health problems, criminal involvement, substance misuse, or exploitation or abuse in later life. These factors exist at different levels within the child's environment. Early intervention supports all four areas of the children's development that are their physical, cognitive, behavioural and social and emotional development, that can be beneficial throughout their life. Early intervention foundation (2020)

(NSPCC, 2019) Early help services for children are carried out to improve the end results for children. The services can be used to help parents that are living

through challenging situations to provide a caring and safe home for their children. Or if a practitioner notices any signs that the children may be displaying of risk-taking behaviour, the parents and the practitioner may work together to understand why the child is experiencing these behaviours and put a plan into action to keep the child safe. Addressing a child's needs is vital and providing timely support is necessary, this may be done by mentoring schemes or school/home visits. Early help services should be holistic, with a range support for the children. Early help can allow the children to perform better at school and support their well-being, while protecting the children from harm and improve their future outcomes.

New technology has allowed for us to gain a better understanding and knowledge on how the brain development works, the first two years of life is a critical time for learning and development as there is a burst of synapse production in the brain, this is when the human brain is mostly likely to adapt and learn. If a child has been diagnosed with a disability or has the risk of developing a disability, if they do not already have the help from professionals, they should begin the process of doing so. Professionals such as Physicians,

(Made for movement, 2020)



Source: Early intervention foundation (2020)

Outcomes

According to the Welsh Government (2019) the MAG programme had been created for the rights of children and follows the United Nations Convention on the rights of the child (UNCRC). UNCRC had been put into place for all children everywhere to be entitled their political, economic, social and culture rights. The Convention must be overlooked at one whole that no rights are above one another, that they are equal. Welsh Government (2015) states that all children in Early years settings should feel safe, that they are cared for correctly and valued, healthy, that they are able to learn and develop while coping, do not have a disadvantage at life due to poverty and that the children are aware of their rights under the UNCRC act.

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