

An Early Years Practitioners Handbook: A guide to Transitions



[Source: Family, 2020]

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Introduction

This handbook will give the practitioner a guide to provide the best possible transition experiences and outcomes for young children starting a childcare setting for the first time. It's specifically designed for practitioners working with children ages 3-4 in their first year of school (nursery class).

This book aims to help childcare professionals provide the best possible support and care for young children during their first day of care. It will also introduce them to the various concepts and procedures that are necessary for a successful transition.

In 2005, the UNCRC notes the rights of children and babies are important to having a safe and secure home. This is also a vital aspect of a child's development.

Dewey (2017) has stated that children should be at the center of their learning and that their development is formed around their interactions with their caregivers and teachers. This means that children do not have a 'passive' experience when they interact with others.

What are transitions?

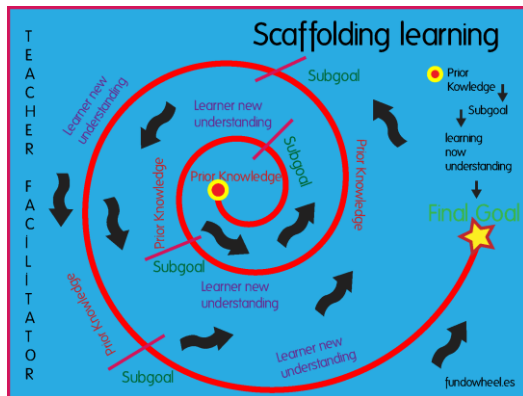
(Poon, 2019) notes that Transition is the process in which an individual encounters a move into an unfamiliar environment that requires him or her to adapt to an unfamiliar setting. In the context of early childhood education, transition occurs when a child moves from preschool to primary school.

Many children will experience transitions during their early years, and beyond this age. A transition is a period of change that occurs in a person's life that can alter their daily routine. For instance, a two-year-old may start going to preschool for the first time.

Piaget (1978) suggested that children develop a schemata to represent their world view, and then try to assimilate it until they can finally re-equilibrate their world view.

Vygotsky (1978) says for children, this concept of scaffolding refers to the process of learning and developing through the help and support of their peers. This method allows them to develop their skills and abilities by taking the help of adults. This concept states that children tend to learn and develop in their own unique ways by relying on the help and support of their peers and adults. When it comes to learning and development, the most difficult tasks are those that require the most help from adults and children. This concept was conceptualized to capture the support and help those children receive from their peers.

Bruner and Vygotsky emphasized the importance of scaffolding, which is a process of helping a child develop a certain skill or goal.

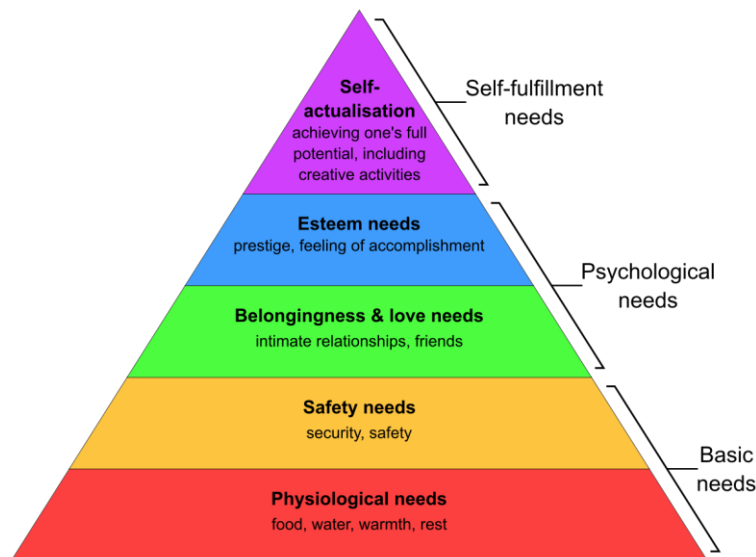


[Source:fundowheel.es, 2015]

Jones (2018) talks about Vygotsky saw children as active agents in their environment, and that they could create their own conditions of development. He differs from Piaget in that he sees learning as a process that occurs through cultural and social processes.

Needs of the child.

The concept of Maslow's theory states that to achieve full potential, a person must have the basic needs met to move toward the next level of need. This is shown in his pyramid model.



[Source: Wikipedia, 2021]

The concept of Maslow's hierarchy of needs is used to guide the care that children need. It is not enough to meet their basic needs, but also their psychological needs. Good practice in

childcare places great emphasis on meeting these needs. (Care Inspectorate Wales, 2016)

The hierarchy of needs has influenced the way schools and classrooms organize and communicate. Free access to healthy snacks for breaks is a key part of our overall wellbeing philosophy. It's also important to ensure that children are safe and have a fun place to play.

The attachment theory was developed by Bowlby, Van der Horst, and Van der Veer in the 20th century. It says that healthy development is affected by the relationship between a child and their parents.

For every child, there are basic needs that must be met for them to develop and grow up. These needs are met in every environment.

Children need to experience and learn about the world around them.

Rich in Play is a play program that encourages children to integrate new experiences into their bodies, minds, and social skills.

The role of the teacher is critical to a child's development. Teachers are role models and are responsible for developing a child's academic success. One of the reasons that children do not get enough exposure to other people is that society tends to exclude them from the many people who live in a nearby village. Young children need to feel significant. In the past, children were expected to do household chores, such as watering the garden and care for younger kids. A child's need to belong is a basic human need. It can be met by finding a place that fits their needs and their families' needs.

When transitioning from home to a nursery setting, it is important that the practitioner has a plan in place to accommodate the child's needs and interests. By seeing each child, this method can help develop a relationship that is based on mutual respect and common goals. Visits from the preschool or nursery are important to help the child get used to the unfamiliar environment. Make sure that the learning environment fits their individual needs. This will help them develop their understanding of what they already know.

A wise practitioner will help a child develop their own interests and knowledge within their own interests. This will enable them to make their own decisions and decisions. (Lindon,2010)

Isaacs, B (2012) says that a Montessori practitioner believes that every educator should follow the child's unique characteristics and develop a favorable environment to respond to their needs.

Keenan, Evans and Crowley (2016) say that it is important that children are given the right amount of stimulation to promote brain development. However, too much stimulation can lead to negative effects.

The role of an adult.

During a child's very early life, they will form strong bonds with their primary care giver, usually their mother, this is known as attachment.

Early years practitioners must support a child's transition from preschool to primary school to help them develop the necessary skills and build their confidence. They also have the responsibility to help them set up their own routines and prove their own goals.

It is the management setting's responsibility to ensure that the right procedures are in place and that NMS are met and that staff are kept up to date on regulations and be reflective on their practice. (Care inspectorate Wales 2016)

Childcare practitioners need to be fully aware of how important their role is in ensuring smooth transitions.

Montessori believed that qualified individuals were needed to carry out their work effectively. This is shown by the number of Montessori practitioners who have undergone the necessary

training to carry out their work effectively. (Aubrey and Riley 2016).

When children leave the home to start the educational system, the parents need to be sensitive to ensure that their child's transition is managed properly. (Croneri, 2021)

Communication.

Communication is an essential part of a good relationship between a child and their parents/carers. This is shown in the Common Core Skills for Children's Workforce. Communication is key!

Iris (2021) believes that communication is the key to making transitions smoother and keeping children safe. It can also help parents feel comfortable sharing concerns.

The strong, respectful relationships between practitioners and parents are key to a successful transition. This is because it provides the practitioner with valuable information and opportunities to extend their ideas within the setting.

How can a practitioner develop a trusting and positive relationship with parents/carers ?

- Get parents/caregivers the opportunity to get involved in sessions.
- Communicate as often as possible
- Ensure there is no language barrier between home and setting.
- Learn the names of the child's parents/caregivers.
- Invite parents/caregivers to share their skills, culture and traditions with the setting.

Bandura believes that children are trained to observe the diverse ways in which people behave in their surroundings, whether they're male or female, the actions of these people can be copied

by children. It is also possible that they will display them later. It is important for a child to be rewarded for positive behavior to build self-esteem and develop a positive attitude. An endorsement is an inner support that a person feels excited about. It's not about the support itself, but the things that it thinks are important to bring approval. There are also a lot of people that children may identify with. These people have certain characteristics that motivate them to want to be associated with them.

Bandura, A. (1977)

Partnership.

During a transition, the child is to be the center of the process. It is important that practitioners are aware of all the influences in the child's life. It is your job as a keyworker to keep the parents

informed of how their child is progressing each day. Daily chats are vital to building these strong, trusting relationships and to ensure that the parents are involved in the process.



[Source: SlideShare, 2015]

According to the Early Years Foundation Stage (EYFS) A partnership is a framework that describes a relationship between parents, practitioners, and children. It should be built on trust, transparency, and responsibility.

Through ongoing observations and evaluation, additional support can be acquired for a child. The goal of a multi-agency approach, which is supported by various professionals, is to build on the

abilities and practical ways to support children, Jones et al. (2008).

The key person must acknowledge the responsibilities of the parents in their child's care and development. Families should be informed of support services that they may need.

Intervention.

This section of the handbook aims to help guide the transition process from one setting to another. It will include a variety of steps that will help the families and the setting get used to the

new arrangements. EIF (2021) states that early intervention can help children and young people to develop the skills they need to live happy, healthy and successful lives. It can improve the quality of children's home lives and family relationships, increase educational attainment and support good mental health.

Interventions are designed to support children through various stages of development. They are carried out in order to maintain close ties with their families. One of the most critical factors that a child should have the space to observe. This space should be organized to plan and implement effective interventions. To be able to assess the areas of need for a child and then plan suitable interventions.

As Thornton and Brunton (2010) discuss, there must be space for observation to develop a balanced and flexible learning routine. This concept is the central idea of the Reggio Approach to learning.

The National Minimum Standards are intended to guide settings in the correct practice of their settings. They can be developed and taken inspiration from best practice in other countries. In Wales, the Flying Start and Foundation Phase curriculums are used to ensure that children have equal access to the same opportunities throughout their lives. (Welsh government 2020)

Home visits - Home visits are an effective way for the practitioner to get an idea of the child's day-to-day routine and home activities. It can help the practitioner also plan the child's first few days of the setting, it's also where the child's keyworker or setting manager goes out to the home to build a relationship with the family, get to know the child and their likes and dislikes.

It's especially important that children have the support they need to meet their needs and develop new attachments. This can help prevent them from losing confidence and undermining their knowledge and understanding.

Transitional objects - Some children have a favorite comfort object. These are called transitional objects. A transitional object is often a soft and snuggly item that's used to comfort and calm a child. It's good to bring these with them into setting so at times when the child feels anxious these transitional objects can be of comfort to them.

Welcome packs - Each family is given a welcome pack. This holds all the forms needed to complete and submit for their child record. This is also an opportunity for the family to record all the details about the child. It's also good for the setting to send the child home a teddy with the logo of the setting on it, a kind of reminder of where they're going, it's also good to have open days so the child and the families can visit the setting. A video walks around due to some COVID restrictions some setting may only allow the child to come to settings a video walk around is good to show the child and the families who cannot attend settings.

Importance of play.

Play-based activities are key to developing children's imagination and creativity. They can supply a variety of opportunities for children to develop their own ideas and actions.

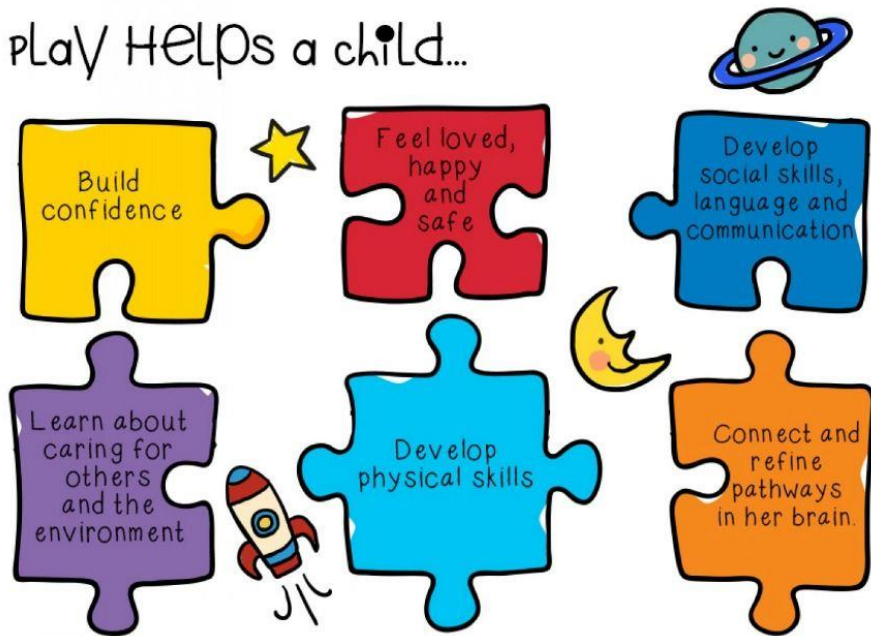
“It is in paying and only playing that the individual child or adult is able to creative and to use the whole personality, and it is only in being creative that the individual discovers themselves” (Donald Woods Winnicott 1970)

Play is a vital part of children's development. It supports social, academic, and creative development. It also helps children develop their own creativity and build healthy relationships with others.

Also (Crowley,K. 2014, p.207) says that Piaget (1951) outlined a theory of play in relation to intellectual development. He proposed that play develops through three stages. Practice play (from 0-2 years of age) involves mostly repeating physical activity. This is followed by symbolic play (from approximately 2-7 years) and marks the beginning of make-believe play.

It is especially important that children develop their physical and academic skills through play. Through natural activity, children develop roles that imitate adult behavior. They learn how to think critically, solve problems, and take on various roles as they interact with other kids. Play is a form of child development that encourages children to explore an activity that is suitable for their age and abilities. It provides them with the freedom to do so while keeping their bodies busy. Children who can play confidently and effectively are more likely to have positive experiences with others. They also develop healthy play skills that can help them develop self-esteem and confidence.

play Helps a child...



[Source:Pinterest, 2021]

Proposed outcome.

Once a child has shown signs of being settled, their transition will be successful. They will begin to develop their own relationships with peers and other practitioners. They will also begin to show a sense of self. A child's transition is successful once they are settled. This will be visible if they start to play independently, without their key person being there to reassure them. They will also begin to develop relationships with other children in the setting. Each child has a unique set of characteristics and develops at different rates. They will adapt to new routines and situations differently. The proposed outcome aims to ensure that children and their families are supported through all the stages of the transition, from birth to 18 years old. It is designed to provide a positive experience of change and continuity in their care.

The HWB (2021) says that the New Curriculum for Wales (2021) sets out four purposes for children in Wales. It aims to create an ambitious, capable, and ethical generation of people.

Also, the HWB (2015) says that the Foundation Phase (2015) is based on several international educational models and approaches. One example is the emphasis on play in developing children's self-esteem.

The statutory areas of learning in the Foundation Phase are Personal and social development, well-being, and cultural diversity are the core values of the Welsh Language Development Institute. Each area of learning is designed to set out what children should learn and what their expected performance should be.

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