

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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Context and purpose

Introduction

Transition – transition is always about change; particularly adjusting to change – and successful change is about then forgetting that the change happened ‘ according to website <https://www.earlyyearsmatters.co.uk/evfs/positive-relationships/transitions/>

‘Children, like adults, enjoy and are stimulated by novelty and change. The first day of school, the transfer to ‘big school’, are landmarks in the process of growing up. Even when children are apprehensive, they look forward to change . . . But if change is to stimulate and not to dishearten, it must be carefully prepared and not too sudden.’ (Plowden Report , 1967)

Children will experience many transitions from birth throughout adulthood, a transition is a process of change for the individual that they have not yet come across, this could be from moving from one room into a different room or the change in new staff members or the leaving of a staff member. A child going through transition may alter their normal routine and sometimes the adult. (Allingham, 2012). The importance of being aware that transitions can be difficult for many children and some may be more vulnerable than others. It is vital to create a smooth transition into school as best as you can, this will ensure the child will have the best start into their new setting. It is the practitioner's duty to help the child adapt to the changes that would be taking place in the new setting, and to support them on their journey in preschool. A child starting a school will be a completely new experience for some parents, as a practitioner you will support the family when their child is going through transitions. You will be able to support the parents by informing them what is going to be expected and how they can help their child through transitions, from making sure the child is able to toilet and dress independently. It is extremely important that the parents get the right support during their child's transitions, as children often pick up on how their parents are feeling. It is important that parents can voice their concerns to teachers. ([Developing a smooth transition into school \(earlyyearscareers.com\)](#)) Parents and primary carers, such as grandparents or foster carers, are the most important people in young children's lives. It is from them the children will learn about their family's cultures and religious beliefs. The parents and the primary carers will know their child better than anyone else. They are a child's first teachers and can powerfully influence a child's attitudes and development. (Riddall- Leech, S). Most educational establishment and childcare settings have established policies that aim to make parents partners in the care and education of their children.

Aims

The aim of this booklet is to provide a guidance and an understanding for an early year's practitioner based on research that has been provided to support children and family members during the process of transitioning, this booklet will be aimed at transitions from nurse into pre-school.

How to use this handbook

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Moving into pre- school from nursery

The start of primary schooling has been perceived as one of the most important transitions in a child's life and a major challenge of early childhood. Initial success at school, both socially and intellectually, leads to a virtuous cycle of achievement (Burrell and Bubb 2000) Children moving into pre-school will be from the age 30 months, they will attend school for two and a half hours five times a week in term time. It will be the parents or the legal guardian's decision on how many days the child will attend school. A parent leaving their child at school will be a massive transition, this will have an impact on the new child, parent, members of staff and the other children that are in the environment (Ricciardi, A).

Bromfenbrenner (in Brooker, 2008) describes the importance of two-way communications.

Information about the child should be available for the teachers and school, information about the child in school should be passed over at home.

A large amount of the children would have never been left in a setting without a parent or someone that they know, this will be making it very difficult for both key workers and parents to know who the child would react from being separated, by having the right information on the child will help on the transition.

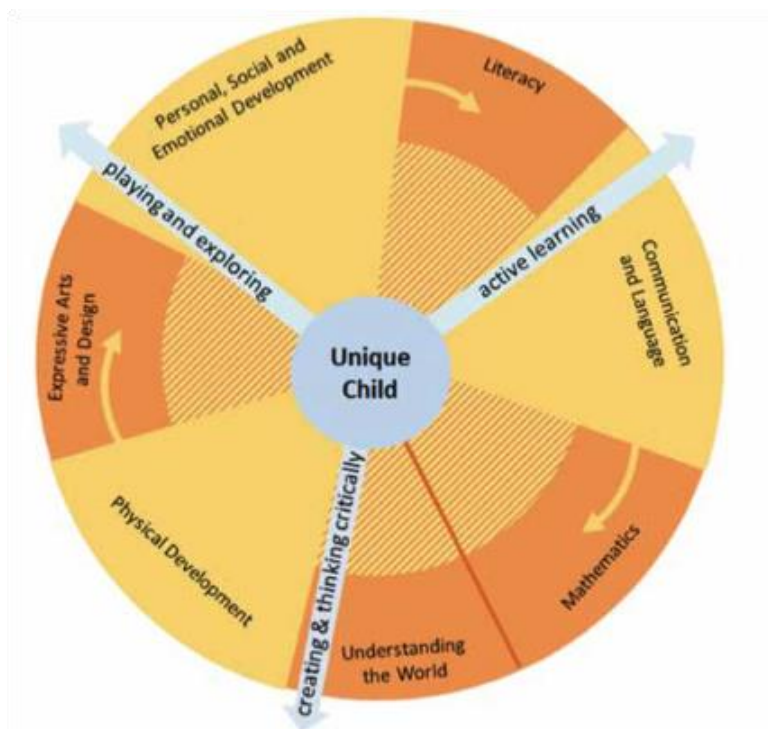
The role of the adult

The practitioner must take notice of each individual child's needs and what that child might specifically like. Each child will develop at a different rate, it is important that the practitioners can use the information to plan tasks in the areas of learning and development. Knowledge of child development is vital by understanding the stages and how children learn. ([Role of the adult \(essex.gov.uk\)](http://essex.gov.uk))

The needs of the child

Child development

Each child must pass through one stage of development before they can move on to the next stage, and this process is often charted and measured through milestones and norms.(Riddal- Leach). Each child will process the development stages and at different speeds and some individuals may need more support than other children. The EYFS learning and development is often looked at.



([Little Ozzies Nursery - EYFS](#))

ASection 5

Moving into pre- school from nursery.

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Interventions

Each individual must receive the highest quality of care possible throughout their time in education, it's important that everyone child feels like they matter and belong in the setting that they are in. All professionals and parents should work alongside of each other to ensure the needs of the child can be met. Intervention is providing early support to children who are at risk of a poor outcomes. By having early intervention, you are trying to prevent any problems that might occur, to be able to maintain or to resolve the problem when it occurs. A programme would be available for parents and guardians to access to help the child improve on their social and emotional skills, the

practitioner would be able to reach the appropriate people needed for the situation. Each child deserves the best start in life. the risk factors that can 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.



There are four key aspects that are focused on for a Childs development in the early intervention that has the potential to making a difference and providing benefits thorough a child life which are their physical, cognitive, behavioural, and social and emotional development.

**mental health
& wellbeing**

**Crime, violence &
antisocial behaviour**

Early interventions also looks into the treats to a child's development that are associated with adverse outcomes during adolescence and adulthood: child maltreatment, substance misuse and risky sexual behaviour.



Partnerships

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