

TRANSITION SUPPORT FOR YOUNG CHILDREN.

A childcare practitioners handbook.



(Source: Miller, 2013)

An essential handbook to demonstrate the importance of supporting young children during transition through childcare practitioners' effective communication and practice.

Contents

Section 1: Introduction

Section 2: Principles of transition

Section 3: Needs of the young children

Section 4: Role of the adult

Section 1: Introduction.

This handbook is suitable for all practitioners in the early years setting but aimed more at early years practitioners during the transitional period of the nursery/preschool to primary school.

When transitions work well, they help children and young people to develop confidence and acquire skills to manage future changes in their lives. Young children and babies face multiple transitional changes before reaching the early years. These transitions can vary from a home setting to a childminder, moving home, or something more fundamental, such as moving from one activity to another.

This handbook focuses on the transitional changes that young children will face during their transition from nursery to primary school and the importance of childcare practitioners to ensure the best and most effective outcome for young children. All professionals involved in the Early years setting must be committed to developing positive communication links and a positive and shared approach between all professionals involved.

When young children move from one provision to another, just as they begin their journey at full-time primary school, these transitions are milestones for young children and impact their academic and emotional development. These are times of happy change and growth for every child. However, there can also be uncertainty where surroundings, practitioners, new emotions, and routines are different. The young children must be at the center so that their learning can be nurtured and their emotional state can be managed. Transitions can be made more accessible by careful proactive planning, sharing of information, and mutual visits between parents, professionals, and carers.



(Source: Tigatelu, 2020)

Section 2: Principles of Transition

When considering the critical features of any 'best practice' guidance, the two clear themes to follow are:

- Children should be at the heart of all transition arrangements.
- Effective transitions require planning and regular communication between providers

Transitions should provide opportunities for:

- Developing positive relationships - *regarding young children's emotional well-being, fostering a sense of belonging and guidance.*
- Families to be involved – *developing a safe and essential support relationship with practitioners and families to support the transition.*
- Continuity of experience – increases attachment quality and supports long-term development.
- Collaborative working – *young children's development or learning is supported by practitioners and families.*
- Building on positive experiences – *vital for children's emotional well-being and achievement.*
- Managing change and new challenges – provide a safe environment and secure attachment.
- Flexible approaches to meet children's individual needs – young children benefit from strong partnerships and practitioners' knowledge of their needs.
- Meaningful, progressive learning experience that positively supports the emotional development and resilience of the child.



(Source: Ofsted, 2013)

**** Getting transition right is vital for every child and should not be seen as an event but as a process that involves children, practitioners, and parents together. ****

Section 3: Needs of the young children.

According to (Harper, 2003), Young children are continually at risk of being unable to fulfill adequately their basic human needs. These children include those who live with a hunger for food, in inadequate shelter, in unsafe and unhealthy conditions, living with emotional abandonment, psychological pain, or in a state of painful neglect, abuse, or rejection. The basic needs of young children are essential for a positive and successful transition. As (Brookings, 2022) points out, children with a stable home, supportive parents/guardians, economic resources, and a balanced diet are likelier to flourish. Every young child has the right to basic needs. As it states in ARTICLE 24 (UNICEF), the best possible health is every child's right; excellent quality health care must be provided by the government along with nutritious food, water, and education on well-being and health so young children can stay healthy. (Flatley, 2016) acknowledges that practitioners meeting young children's basic needs of social, physical and emotional is allows a sure foundation on which young children are guaranteed to achieve their full potential and experience a happy childhood.



(Source: Maslow, 2020)

(Weidman, 2023) states that all the basic-need gratifications, which help growth toward self-actualization and toward peaks, are also intrinsically biologically valuable

Section 4: Role of the adult.

The primary caregiver can refer to anyone in the child's everyday environment and to whom the child looks for necessities like shelter, food, and physical and emotional comfort. In a situation of change, the primary caregiver's role is to reassure the child of their presence and willingness to listen and respond to their physical and emotional needs. (Hayes, 2017) expresses Nurturing children's learning as part of a caring educative process requires adults to develop skills of observation and reflection, allowing for non-intrusive planning and provision of learning environments that support and extend children's learning and opportunities for good-quality interactions. Young Children benefit from being with enthusiastic and responsive adults who show and are interested in talking with them. Practitioners must build a relationship with young children's families and support them during their transition to maintain a stable and clear understanding of the young child. (Rose, ETL 2012) believes that the Carer dimension to the adult role recognizes that being a caring professional is essential to early years practice. How practitioners act involves:

- Feeling concern for others.
- Demonstrating warmth.
- Displaying kindness to young children so that they feel safe and well-protected.



(Source: The Washington post, 2020)