

Glaisdale Playgroup Transition Policy.

From Home. (See also settling in policy)

When children arrive for the first time at Glaisdale Playgroup they and their parent /carer are welcomed and shown around the premises by a member of staff. Our routines are explained and they are left to settle in their own time. Parents are given a copy of our welcome book and details of how to access our policies, web or paper copy.

All parents will be asked to complete and update a registration form for each child. This is one of the ways we gather information about the child -likes / dislikes medical history, family etc. We use, and find extremely useful, the informal discussions we have with parents as important details can come out this way.

Most, but not all our children attend playgroup with their parents from a very young age, this means that when they are two and can be left on their own the transition is easier, as they are already familiar with staff, children and routine.

Those children who are new to the setting are welcomed and we allow parents to stay and settle their child for as long as necessary during a session, a term or longer. No one is forced to leave their child we value all parents / carers and the contribution they make to the setting. Children can bring favourite items from home these are usually placed in their drawer, children needing these items are able to have access as necessary.

A key person is allocated to each child; this helps parents and children alike to feel comfortable with leaving and being left in the setting as they have a familiar person to look for.

We are able to suggest different approaches to leaving a child in the setting gained from past experiences.

If a child is upset when their parent leaves we endeavour to ring the parent once the child has settled to allay any worries and parents are welcome to ring us at any time during the session to check on how their child has settled.

Other settings.

Here at Glaisdale Playgroup where we have children who attend more than one setting we aim to make sure that any information regarding the children, their emotional, physical well being and development, are discussed between the settings the children attend. As this will help each setting provide all round care for the children, and thus making sure their time in each setting is happy and fulfilling, and ensuring all their needs are fully met. We share information about each child regularly.

When parents ask about other settings their children could attend we will discuss all possibilities. However we feel that a playgroup in the area where the child will go to school is an important consideration, especially for the social benefits.

Training is attended with other playgroups this helps ensure that the children are cared for in similar ways and we all have similar expectations.

Good ideas are shared between settings, and staff have contact with other settings.

Between carers.

We realise that not all children are brought to and/or collected from playgroup by their parent, in these cases we acknowledge any information given by the 3rd parties, and pass on information i.e.: accidents, significant achievements, activities the child has taken part in, to them.

We feel this is important not only for information to be passed on to the parent but for the next carer to know what has taken place and how the child has been, as this may reflect on their care of the child.

School.

We feed into a number of local schools in the valley not just the one whose site we are located– Castleton, Danby, Lealholm, Glaisdale, Egton, Egton Bridge and even Whitby.

Being on the site of Glaisdale school enables our children to see the older children, in the playground, who will be in their class when they start school. They can see and recognise the teachers and staff, becoming familiar with them and also the routine of the school day. We try to have on hand a prospectus from each school these can be taken home, read at leisure and shared with partners and then returned. Schools are asked to provide updated copies as and when they update.

Photographs of the staff members of Glaisdale School are on display to enable playgroup children to become familiar with their faces and names. Particularly lunch time and junior staff whom they may not meet while at playgroup.

The infant teachers and teaching assistants from respective schools will be invited to come to playgroup sessions to introduce themselves and see the children in familiar setting.

The children starting school will be taken for a visit to the main feeder schools and attend for part of a morning/afternoon with the playgroup staff. This is in addition to the usual 'try days' arranged by the school.

Play and stay sessions were instigated and are now planned into the school day each term - these are arranged by school and dependant on their schedule. All pre-school children and their parent/guardian are invited to go along to spend time in the infant class room alongside the Key Stage 1 children and staff, thus helping with familiarity form an early age.

We try to have, in advance, a list of useful dates available for parents- holidays, practise days, special events, this enables working parents to plan ahead and make arrangements for transition and the first few weeks of school. The school newsletter containing information all sorts of information is on our notice board each week. Staff training often takes part in and with local schools all staff are encouraged to take part this enables us all to care for and have similar expectations of the children.

When playgroup staff go into school they will choose a child to accompany them thus allowing the children to enter the main school building familiarizing them with the layout and staff members they will meet.

To further improve children's transition into school we have made some suggestions. We have asked for more sessions to be available for parents and staff to visit the infant classroom.

We also have emphasised the need for the children's key person, on the school staff, to be present on transition days, therefore enabling the process of attachment to begin. We feel it is important for all staff especially those in the playground to be aware of any child's individual needs i.e. regarding safety issues. We suggest that some toys and equipment be available to allow the youngest children to play with during playtime and alleviate any feelings of isolation which can occur when children are faced with a large empty playground. Also the possibility of having a 'mentor/buddy' assigned to each child and who can help familiarise them with routines and look out for them especially at playtime. It would be helpful for these 'buddies' to be introduced and possibly visit playgroup in the run up to transition, again ensuring an attachment is built up.

Parents are involved on the playgroup committee and also the governing body of local schools this enables us to feed ideas, positive and other, between settings and keep updated as to the workings of each setting.

Before children move into school the playgroup staff will discuss each child's progress with the teacher, show them the photo observation, learning journey, books and pass on the NY EY Assessment record sheets along with any significant information.

This policy was adopted on 2/6/15

(Signed on behalf of the committee by) C.Prowse