



Transition Policy

Policy Statement:

At Mosterton preschool, we understand that transitions -whether starting preschool, moving between rooms, or progressing to school – can be exciting but also challenging for young children and their families. We are committed to managing transitions sensitively and professionally to ensure each child feels secure, confident and supported throughout their journey.

We recognise that “Transition should be seen as a process not a single event and should be planned for and discussed with children and parents” (EYFS 2024). Our approach places the child’s emotional wellbeing at the centre of every transition, in close partnership with parents/carers and other relevant professionals.

Types of transition:

Transitions occur in various forms throughout a child’s early years. These include:

- Starting preschool for the first time
- Moving between rooms within the preschool
- Moving to a new early year setting
- Transitioning to primary school

Settling-in Process for new starters:

We aim to make the settling-in process as relaxed and child-focused as possible.

What to expect:

- Parents/carers are encouraged to attend several settling-in sessions prior to the child’s official start date
- Parents will have the opportunity to discuss routines, preferences, cultural needs, sleep patterns, dietary requirements and other relevant information with the manager and key person

Individual needs:

- The number and duration of settling sessions are tailored to each child’s needs, age and temperament. There is no “one size fits all” model.

Room to room transitions:

We acknowledge that even familiar children may experience anxiety when transitioning to a new room with different staff, routines and peer groups.

Transition procedure:

- Children will be introduced gradually to their new room through a series of short visits, progressing from hour long sessions to half days.
- A transition form and progress report will be completed by the current key person, including:



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- Developmental stage and learning goals
- Routine preferences and comfort items
- Likes, dislikes and specific needs
- Practitioners will ensure close communication between the existing and new key person to ensure consistency and continuity of care.
- Once the child is settled, parents will be invited to meet the new key person and view the new room environment.

Transitions to school:

Starting primary school is a major milestone in a child's life. We work to ensure children feel emotionally prepared, confident and excited about this change.

Our approach:

- Parents/carers are asked to inform the nursery of the school their child will attend
- Daily circle time sessions incorporate school-related discussions to prepare children emotionally and practically.
- The manager liaises with the primary schools on when they can visit the setting to meet the children attending their school.
- Activities include:
 - Practicing putting on own clothes
 - Exploring books and role play about school life
 - Looking at school uniform and talking about classroom routines
- A comprehensive transition document will be prepared for each child including:
 - A final progress summary
 - Details of the child's achievements across all EYFS areas
 - Any additional needs, support strategies, or specific learning styles
- These documents will be shared with parents and sent to the child's school with consent

Partnership with parents:

We recognise parents and carers as a child's first and most enduring educators. We work closely with them during all transitions, valuing their knowledge, observations and insights to support the child effectively.

We maintain open, honest communication, provide regular updates and welcome feedback on how transitions are being managed.

Links to other policies:

This policy should be read alongside:

- Key person policy
- Admissions and settling in policy
- Safeguarding and child protection policy
- Equality, diversity and inclusion policy
- EYFS Framework (2024)



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Monitoring and Review:

This policy is reviewed annually, or sooner if legislation, EYFS guidance, or best practice occur. Feedback from parents, staff and children (Where appropriate) is used to inform the review process.

Date: September 2025

To be reviewed: September 2026