Delaware Pre-School
Providing Quality Childcare Since 1969

Induction / Transition

Rationale

We aim to support children at each stage of their education. By providing appropriate procedures we hope to make each transition a positive experience for children, parents and staff.

Purposes

1. To create and develop home/Pre-School links from the outset of each child's education.
2. To provide a calm and caring atmosphere in order to support children, parents, carers with each transition.
3. To take into account children's previous experiences and build upon them.
4. To allow children to react and respond to change confidently.
5. To introduce and extend each child's sense of personal responsibility.

Guidelines

Transition arrangements need to be carefully planned and introduced gradually over a period of time. Individual needs must be considered. Therefore, arrangements must be flexible and may vary from year to year. Our general principles are as follows:

Before entry to Pre-School:
Transition arrangements: Home to Pre-School

- Home visits are offered in the prospectus.
- A Child focussed 'Starting Pre-School' book is given for parents and carers to look through together.
- Parents and carers are asked to complete an 'All about me' form to tell us all about the child.
- Involvement of other agencies as appropriate, to ensure all children start with the right levels of support, e.g. Senco, Educational psychologists, Speech therapists, etc.
- Parents of prospective Pre-School children are invited, with their children, to visit the Pre-School. Parents are also given some information about the Pre-School during session time.
- Children's previous settings are contacted to ask if learning records can be shared.
- Invite children that are waiting to start Pre-School to events.
- Provide parents and carers with a prospectus so they have all the information, including the curriculum, snack, staff, etc.

Induction period for children starting Pre-School:

- Every child is allocated a key person and starting Pre-School booklet is given explaining the key person's role and a photograph of the child's key person is issued. Staff interact with and observe children at play in order to assess their abilities and stages of development on entry to Pre-School (ages and stages of development). Observations are recorded and used to inform planning.
- Parents are invited to an informal meeting at the Pre-School to discuss their child and how they are settling in.
- Transition from Mice to Gruffalo and Gruffalo to Wise owl - keypersons have a transition meeting and make a personalised plan to suit the individual child

Transition from Pre-School to Reception:

During the summer term, more structured links are planned between Pre-School and Reception:

- Pre-School children go in small groups or individually to their chosen school for sessions of play in the Reception classroom and garden.
- Pre-School parents are invited to a transition meeting in the summer term to discuss changes and transition into reception.
- The last weeks of the Summer term will include planned opportunities during child -initiated play, whole class circle activities and small group activities to discuss changes and transition with Pre-School children.
- Key people / Manager liaise with all feeder schools and arrange extensive transition meetings where children's needs, individual personalities and development are discussed.

	2025	2026	2027	2028	2029	2030	2031
Chairs signature	AA	AC					
Managers signature	HA	HA					
Date of review	July 25	Summer 26					
Date of next review	July 26	Summer 27					

Changes 2025	change to transition info.
Changes 2026	No changes
Changes 2027	
Changes 2027	
Changes 2028	
Changes 2029	
Changes 2030	