EFFECTIVE TRANSITIONS
Working in partnership with other providers
INTRODUCTION

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BA (hons) Early Years, EYTS
Studying MRes at the University of Portsmouth – Children’s transitions
Job roles:
- Lead practitioner in Day Nursery
- Key person in a Preschool
- Childminder
30 hours = increased likelihood of children attending more than one setting
QUESTIONS:

❖ How do we support and empower children to manage the transitions between settings?

❖ How do we work together to share information and provide structural continuity for the child and their family?

❖ What paperwork do we need to have in place to make these transitions effective?
WHY ARE EFFECTIVE TRANSITIONS IMPORTANT?

Previous research tells us:

The social skills and adaptation to changes that children learn in their preschool years ‘form a prototype for later ecological transitions’ (Bronfenbrenner, 1979).

When transitions are not managed effectively, this can cause issues for children later on in life (LoCasale–Crouch, Mashburn, Downer, & Pianta, 2008).

Settings and practitioners who promote positive transitions support children’s development of resilience (Douglass, 2016).

Every individual practitioner’s actions have an impact on children’s experiences (Fabian & Dunlop, 2002)
MASLOW’S HIERARCHY OF NEEDS (1943)

- **self-actualization**
  - morality, creativity, spontaneity, acceptance, experience purpose, meaning and inner potential

- **self-esteem**
  - confidence, achievement, respect of others, the need to be a unique individual

- **love and belonging**
  - friendship, family, intimacy, sense of connection

- **safety and security**
  - health, employment, property, family and social stability

- **physiological needs**
  - breathing, food, water, shelter, clothing, sleep
Bowlby’s attachment theory (1969) is widely referred to as the underpinning theory behind Elinor Goldschmied’s key person approach used in the Early Years Foundation Stage (DfE, 2014).
PRACTICAL STRATEGIES

With these underpinning theories in mind, the remainder of this presentation will focus on providing some practical strategies that could be employed in order to support effective transitions for children attending two or more childcare settings.
1. STRUCTURAL CONTINUITY

2. EMOTIONAL CONTINUITY

3. KEY PERSON
4. WORKING TOGETHER – SHARING INFORMATION

- Respect
- Online learning journals
- Daily diaries/day sheets
- Phone calls or emails
- Sticker prompts
5. PAPERWORK AND ORGANISATION

- Information sharing permission forms
- Settling in policy
- Transitions policy
OVERVIEW

- Transitions need to be managed effectively
- Enables children to build resilience
- Children have needs including relationships
- The EYFS provides structural continuity
- Encourage comfort items
- Choose key person carefully
- Respect other settings and work together
REFERENCES


ANY QUESTIONS…?

Thank you for listening!