

## Standard 13: Transitions

Ensuring continuity of experiences for children requires policies, procedures and practice that promote sensitive management of transitions, consistency in key relationships, liaison within and between settings, the keeping and transfer of relevant information (with parental consent), and the close involvement of parents and, where appropriate, relevant professionals.



## Standard 13: Transitions

### Component 13.1

Smooth transitions are facilitated and promoted through the provision of consistent key relationships within the setting.

### Component 13.2

The setting promotes smooth transitions by ensuring there is appropriate liaison within the setting and between settings.

### Component 13.3

Parents, children and relevant professionals are consulted and involved in ensuring that transitions are made as smooth as possible for children.

### Component 13.4

The setting has written records of all policies, procedures and actions regarding transitions within the setting, and makes them available to all stakeholders.

## Component 13.1




Smooth transitions are facilitated and promoted through the provision of consistent key relationships within the setting.

### → Signposts for Reflection General

13.1.1 How does the setting support consistent key relationships for children?



Think about: (e.g.)

- Experience of the adults
- Same adults throughout the year  See 5.6
- Ensuring sensitivity to the child's needs at transition times throughout the day  See 5.3
- Providing secure attachment relationships with adults in the setting  See 14.2
- How these secure relationships facilitate the easy transition of children into/within/from the setting
- Key Worker system in operation

### → Birth - 18 months

13.1.2 How do you ensure the development of a key relationship for babies within the setting?

13.1.3 How do you manage the baby's transition into your setting?

## Component 13.2




The setting promotes smooth transitions by ensuring there is appropriate liaison within the setting and between settings.

### → Signposts for Reflection

13.2.1 How do you support the child's transition into/within/ from your setting?



Think about: (e.g.)


- Collection of information before the child enters the setting  See 12.1
- Sharing this information appropriately within the setting  See 12.2
- Making connections with other settings/schools/ organisations/individuals to promote smooth transitions  See 16.4
- Providing information and advice to other settings/ schools/organisations/individuals when the child is transferring from your setting

## Component 13.3

Parents, children and relevant professionals are consulted and involved in ensuring that transitions are made as smooth as possible for children.





## Standard 13: Transitions

### → Signposts for Reflection

- 13.3.1 How are parents, children and relevant professionals consulted and involved in children's transitions into/within/from your setting?  See 4.1



#### Think about: (e.g.)

- Enabling staff and parents to meet and discuss issues prior to the enrolment of the child  See 3.1
- Opportunities to visit the setting prior to enrolment
- Introducing children to the setting following enrolment
- Facilitating and encouraging parents to spend time in the setting with their child following enrolment  See 3.2
- Accessing information about the child from parents/previous settings
- The provision of information to other settings, with parental consent  See 12.2 / 12.3
- How formal and informal links with other relevant organisations or agencies in the community support transitions  See 16.3



#### Think about: (e.g.)

- Review and update of policy
- Policy into practice
- Documenting procedures
- Ensuring relevant staff/adults understand and follow these procedures

## Component 13.4

The setting has written records of all policies, procedures and actions regarding transitions within the setting, and makes them available to all stakeholders.

### → Signposts for Reflection

- 13.4.1 How do your policies and procedures support your activities regarding the children's transitions?

 See 10.2