

Transition Policy

At Liberty Kids, we recognise that transition is a process, not a single event. Moving between environments, from home to nursery, between nursery rooms, and eventually to school, is a major step for every child. Transitions can be **horizontal** (moving across similar stages or settings, such as between nursery rooms like Explorers to Adventurers) or **vertical** (moving to new stages or environments with different expectations, such as from nursery to primary school). Our aim is to support each child through these changes with care, respect, and personalised attention, ensuring their wellbeing and continued development.

Our Aims

- To ensure transitions are smooth, positive, and responsive to each child's individual needs
- To involve children, families, and staff actively in planning and reflecting on each transition
- To promote consistency and emotional security as children progress through all stages
- To ensure all children have equitable access to support and opportunities during transitions.

Key Principles

- Transitions take time and involve gradual familiarisation with new environments and people
- Transitions are carefully planned
- We listen to and value feedback from children and families throughout the process
- Partnership working is central: families are key collaborators in successful transitions.

Transition Pathways and Practice

Home to Explorers (babies 0 to 2-year-olds)

- Settling-in visits and information sharing support familiarisation before a child starts
- Parents and carers complete detailed Care Plans online to inform tailored care and routines
- Additionally, parents and carers complete detailed All About Me forms to further to inform tailored care and routines
- Gradual settling sessions allow children to adjust comfortably

Explorers to Adventurers (18 months to 2-year-olds)

- Explorers and Adventurers function as a close community with shared activities and environments, mainly meeting in the Adventurers room to foster relationships
- Transitions happen gradually, based on the child's age, readiness, independence, and development
- Children under 2 years maintain the **1:3 staff-to-child ratio** during transition phases
- Parents and carers meet new carers and receive updated Personal Plans supporting continuity
- We use Supporting Transition forms to ensure that important information about each individual child's needs, development, and preferences is clearly and effectively shared between rooms, staff and families. These forms help us plan and provide personalised support at every stage of transition, making moves smoother, more positive, and better tailored to each child

Adventurers to Discoverers (rising 3 to 5-year-olds)

- Parents and carers are invited to meet new staff and visit the discoverers rooms and woodland environment
- Settling-in and reduced hours or sessions during term starts help build confidence
- Transition information, including Personal Plans, are shared with families
- Discoverers staff may work with children from the Adventurers to develop bonds before full transition
- Enhanced, individualised transition support is provided for children with additional support needs, in partnership with families and agencies
- Flexible transition arrangements are considered for children needing extra time, agreed with parents and management.
- Children are in ratios of 1:8

Discoverers to Primary School

- Partnership with local primary schools includes school visits and teacher visits to Liberty Kids
- We provide detailed transition reports and learning profiles to support school plans
- Independence, social skills, and self-care routines are emphasised in preparation for school.

Partnership and Communication

- Families are engaged as equal partners throughout transitions via meetings, planning documents, and ongoing dialogue
- Staff coordinate with external professionals to support children with additional needs
- Feedback from children and families is reviewed regularly to enhance transition support.

Records and Reviews

- Personal Plans and Care Plans are kept current and reviewed at each stage of transition and/or 6 monthly whichever comes sooner
- Transition experiences and outcomes are evaluated on an on-going basis and used for continuous improvement.

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Links to Frameworks and Standards

Links to the Quality Improvement Framework for Early Learning and Childcare (2025): This policy supports the following areas and Quality Indicators (QIs) from the Care Inspectorate’s latest QIF version:

- **Children are supported to achieve**
Quality Indicator: Learning and development experiences are responsive to children’s individual needs and supported through meaningful interactions and transitions (pages 35–40) — The policy emphasises personalised planning, gradual familiarisation, and tailored transition pathways that support continuity and development.
- **Children thrive and develop in quality spaces**
Quality Indicator: Children experience nurturing, secure, and consistent environments (pages 25–30) — By providing emotionally supportive and well-managed transitions, the policy fosters children’s wellbeing, resilience, and sense of security throughout changes in setting or stage.
- **Leadership**
Quality Indicator: Leadership and management of staff and resources (pages 55–60) — Demonstrates leadership through robust communication, partnership working with families and external professionals, ongoing review, and use of tools such as Personal Plans and Supporting Transition forms to ensure quality and consistency.

Health and Social Care Standards (HSCS): This policy aligns with the following standards that promote wellbeing, participation, and safe care transitions:

- **1.15:** My personal plan (sometimes referred to as my care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.
- **1.19:** My care and support meets my needs and is right for me.
- **1.23:** I am supported to manage changes in my life, including moving between services or organisations.
- **2.17:** My care and support meets my needs and is right for me.
- **3.14:** I have confidence in people because they are trained, competent, and skilled.
- **3.21:** I am safe and secure at all times and protected from avoidable harm.
- **4.23:** I experience high quality care and support based on relevant evidence, guidance, and best practice.

United Nations Convention on the Rights of the Child (UNCRC): This policy respects and promotes the following foundational children’s rights related to transitions, participation, and wellbeing:

- **Article 3:** The best interests of the child must be a primary consideration in all actions concerning them, including during significant life changes such as transitions.
- **Article 6:** Every child has the right to life, survival, and development, supported through stable, nurturing settings.
- **Article 12:** Children have the right to express their views freely and to have those views taken seriously in all matters affecting them, including transition planning.
- **Article 13:** Children have the right to seek, receive, and impart information and ideas in ways appropriate to their age.
- **Article 23:** Children with disabilities have the right to special care, education, and support to enable full participation in life.
- **Article 28:** Children have the right to education, including continuity and support through transitions between educational settings.
- **Article 29:** Education should develop every child’s personality, talents, and abilities to their fullest potential, including through carefully facilitated transitions.

This policy was adopted on	Approved by	Date for Review
August 2025	Gail Anderson & Samantha Wilson	August 2026