**Transition - Routines within the Setting**

This document should be used alongside the following:

* [Statutory Framework for EYFS 2024](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)
* [Ofsted inspections of early years and childcare providers - GOV.UK](https://www.gov.uk/government/collections/ofsteds-inspection-of-early-years-providers)
* [Development Matters Guidance](https://www.gov.uk/government/publications/development-matters--2)
* [Birth to 5 Matters.pdf](https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf)

| **Areas to consider about your setting** | **Supporting Evidence** | **Actions you have identified** | **Date actions need to be completed** |
| --- | --- | --- | --- |
| Do staff complete a transitional ‘All About Me’ when children move rooms in the setting?  Are parents introduced to their new key person?  Do children have opportunities to expore their new room with parents/their key person ahead of the transition? |  |  |  |
| Do you plan the learning environment and resources using the information from their previous key person when moving rooms at your setting?  Do you support children’s routines and ensure flexibility where possible? |  |  |  |
| How does practice help children form secure attachments with carers and promote a strong base for their developing independence and exploration? |  |  |  |
| How do you support children’s transition within your setting?  Are children told what is happening next?  Are children aware of what to do/ what the expectations are of them during transition times such as tidying up, lunch time?  e.g Do staff support children to understand where things belong during tidy up time to help them gain an understanding of what is expected of them? |  |  |  |
| Are children giving warning before any changes in routine occur?  Are changes in routine calm, gradual and give children sufficient time to finish what they were doing?  Are staff mindful of children waiting during periods of transition, including lunchtimes or group times? |  |  |  |
| Are staff mindful of each other during transition times? For example, not all staff get up and start doing tasks at the same time, leaving children unsure of what to do next.  Do staff minimise the movement of educators in and out of rooms? |  |  |  |
| Do staff provide children with positive feedback when they are experiencing transitions during the day? |  |  |  |
| Do staff provide children with any props or visuals during periods of transition to help support their understanding? |  |  |  |
| Do the setting provide children with a visual timetable so they can see what is happening next or what is expected of them? E.g hanging up their coat on arrival, putting away their bag. |  |  |  |

**\*Importance of Transition- Routines within the setting**

‘Transitions within the daily routine provide important structure and security for children, allowing them to predict and cope with changes during the course of the day. It is important that the daily routine still remains flexible enough to meet children’s ever-changing needs and interests.’

[Transitions-Tip-sheet-Daily-Routine.pdf (betterstart.ie)](https://www.betterstart.ie/wp-content/uploads/2023/02/Transitions-Tip-sheet-Daily-Routine.pdf)