**Transition from home or another setting TO your setting**

This document should be used alongside the following:

* [Statutory framework for the early years foundation stage for group and school providers (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf)
* [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 – Guidance by the sector, for the sector](https://birthto5matters.org.uk/)

| **Areas to consider about your setting** | **Supporting Evidence** | **Actions you have identified** | **Date actions need to be completed** |
| --- | --- | --- | --- |
| Do you have effective induction arrangements for children starting at your setting?   * Welcome packs * Admission form/home visit format that allows parents to tell you everything they want you to know about their child * Flexible/staggered start times and individual settling programmes * Review each child’s settling regularly with parents and their Key Person. |  |  |  |
| Do you gather as much information as you are able about a child, including their development, from a child’s family before they join you?  [All About Me Profile](https://eycp.essex.gov.uk/media/1522/all-about-me-now-i-am-starting-nursery-template.doc)  Do you find out about children’s home language?    [All about me home language profile](https://eycp.essex.gov.uk/media/1390/all-about-me-home-language-profile.pdf) |  |  |  |
| Do you plan the learning environment and resources using the information from parents when children start 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? |  |  |  |
| How do you share information with other  settings about a child’s progress when  they attend more than one setting?  **EYFS Statutory Framework 3.69** |  |  |  |
| Does each Key Person support their key children at all points of transition? |  |  |  |
| Do you have good links with schools and other providers which  effectively support transition? |  |  |  |
| Do you attend Locality  Network meetings? |  |  |  |
| How do you support children (including vulnerable children and those with identified additional needs) in preparing for transitions within the setting and to other settings and school? |  |  |  |
| For children with EAL, do you share information with the new key person or school about the child’s language development and the progress they have made during their time with you?  Do you pass on successful strategies you have already used to support the child? |  |  |  |
| Do you share photos of the setting with the child and their family, including  pictures of the things they will need to take (uniform, lunch box, PE kit) and key times  in the day before they start with you? |  |  |  |