

**Throughout  
the day**





# Top Tips

- ✓ Create a travel diary for each child recording their experiences and significant events.
- ✓ Take friendship groups into account during this time and spend time introducing children to each other from all carers that they meet during their day or week.
- ✓ Find out what a child's journey through the day looks like and who is part of their day.
- ✓ A key message board could be used to record important daily information.
- ✓ Stagger timings to talk to carers during key person handover.
- ✓ Create a photo board of the adults that children will meet during their day in the setting, including: lunchtime supervisors, caretaker, first aiders, and admin staff.
- ✓ Keep up to date contact information for all carers.
- ✓ Keep an accessible record of who is collecting the child on particular days.
- ✓ Work with parents and carers to understand children's transitions from setting to setting during the course of the week.

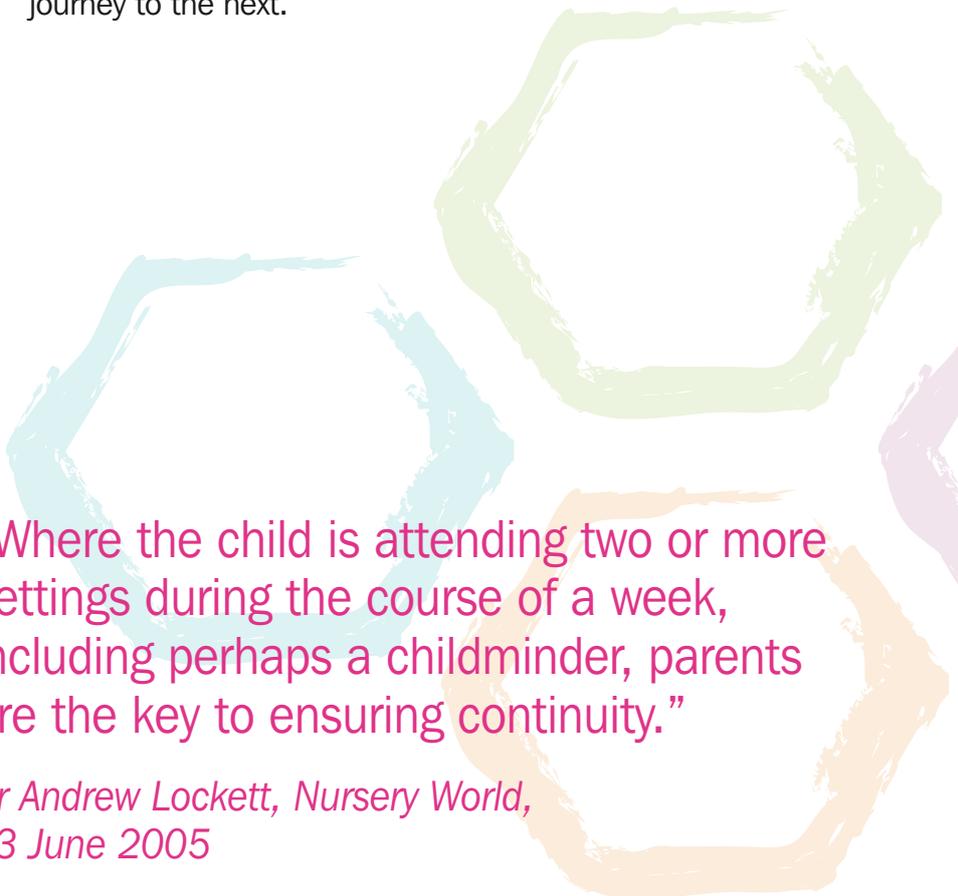
This section of the pack has been written to support you with considering the child's needs during times of transition throughout the day.

Children may move between several different settings during one day. For example from home to childminder, nursery, grandparent or extended family, breakfast club to school in the course of a day. This can be different every day, each week, month or year.

Children's social, emotional and educational needs are central to any transition between one setting and another, or within one setting. Some children and their parents and carers will find transition times stressful, while others will enjoy the experience.

Effective communication between settings is key to ensuring that children's needs are met and there is continuity in their learning and care.

This section provides practical ideas and suggestions for you to help children prepare to move from one stage of their learning journey to the next.



“Where the child is attending two or more settings during the course of a week, including perhaps a childminder, parents are the key to ensuring continuity.”

*Dr Andrew Lockett, Nursery World,  
23 June 2005*

# Everybody matters

**Many children will receive education and care under the Early Years Foundation Stage from more than one setting. For these children, practitioners must ensure effective continuity and progression by sharing information with each other – and parents and carers.**

Minimise disruption by keeping lines of communication open between everyone. Encourage parents and carers to share their child's week.

Recording daily key experiences at home and in the various settings ensures continuity of learning and care. **A travel diary** should include space to record information on important events that affect the child, how they are feeling, how their carers have supported them. It could contain photographs of key workers, family members, a pictorial diary to help the child make sense of their week and space for practitioners and parents to write their observations and comments.

The **key person** provides a vital link between home and the setting by collating important information and ensuring that others have the information they need – such as who is picking up the child.

A daily (wipe clean) **notice board** is a good way to pass on information to other key workers – but be careful not to use confidential information.

An **individual care plan** completed by parents/carers and a key person in the setting provides a written record which can be passed on to different practitioners. This should be updated as the child's needs change.

No matter who brings or collects the child it's really important to find out important events that will affect the child. Try making a **post box** so that parents or carers could write notes to key persons, and make sure that if a response is required it's prompt.

Share and celebrate children's successes. Ask parents and carers to write a post it about their child's achievement and hang



*Take time to discuss the child's needs with parents and other carers such as childminders*

it on a tree. This could range from learning to ride a bike, helping to wash the car, receiving a swimming certificate.

## Childminders

Do childminders collect children from your setting? Take time to say hello, and discuss the child. Discover what they know and share knowledge. Pass on the positives and the negatives.

## Key person hand over

When children start pre-school or school, parents can feel suddenly isolated, and as if they don't know what their children are doing. It's really important for the key person to spend time with parents at either the beginning or end of the day – try going into the cloakroom before the end of the session to talk to the parent or carer.

Take **lots of photos** during the week and put them on a power point slide show. Play this during the morning as children arrive. It's really rewarding to hear parents, carers and children sharing their work. Grown ups also see that their children are active and busy even if they don't bring anything home!

At the end of the session, it can be really busy and things can be forgotten. Try putting a **sticker** on the child if they have had a bump. This alerts parents and carers straight away and so they can keep an eye on the child.

In fact - stickers are great way to share information with home. Try writing down what the child has done on a label for the child to wear, so when a grown up picks them up at the end of the session, they know what the child has done and can ask them all about it.

**“Do you know who is getting you?”**

*- Practitioner*

**“Yes it's going to be someone special but I don't know who.”**

*- Child's response*

# SEN

## Children with Special Educational Needs and their families will need extra support during times of change.

- Prepare a visual timetable of the day's activities so that all children and parents can understand their routines.
- Establish a key person who will support the child through changes during the day.
- Ensure that information about the child's experiences is passed on. Photos, 'home made' books, examples of work, and recording devices can be used to pass on information.
- Make sure that the child knows and understands what's going to happen next and reassure them that they are safe and their needs will be met.
- Create a photo book of adults that the child will meet during the day. This can be kept in the setting and with the child so that the parents and carers become familiar.
- Have clear roles and responsibilities for staff including Learning Support Assistants.
- Aim to use the skills of your support staff to help the child become more independent – to build relationships with other children and learn new skills.



*Ensure continuity with a diary*



*A visual timetable will be clear for all*

# English as an Additional Language

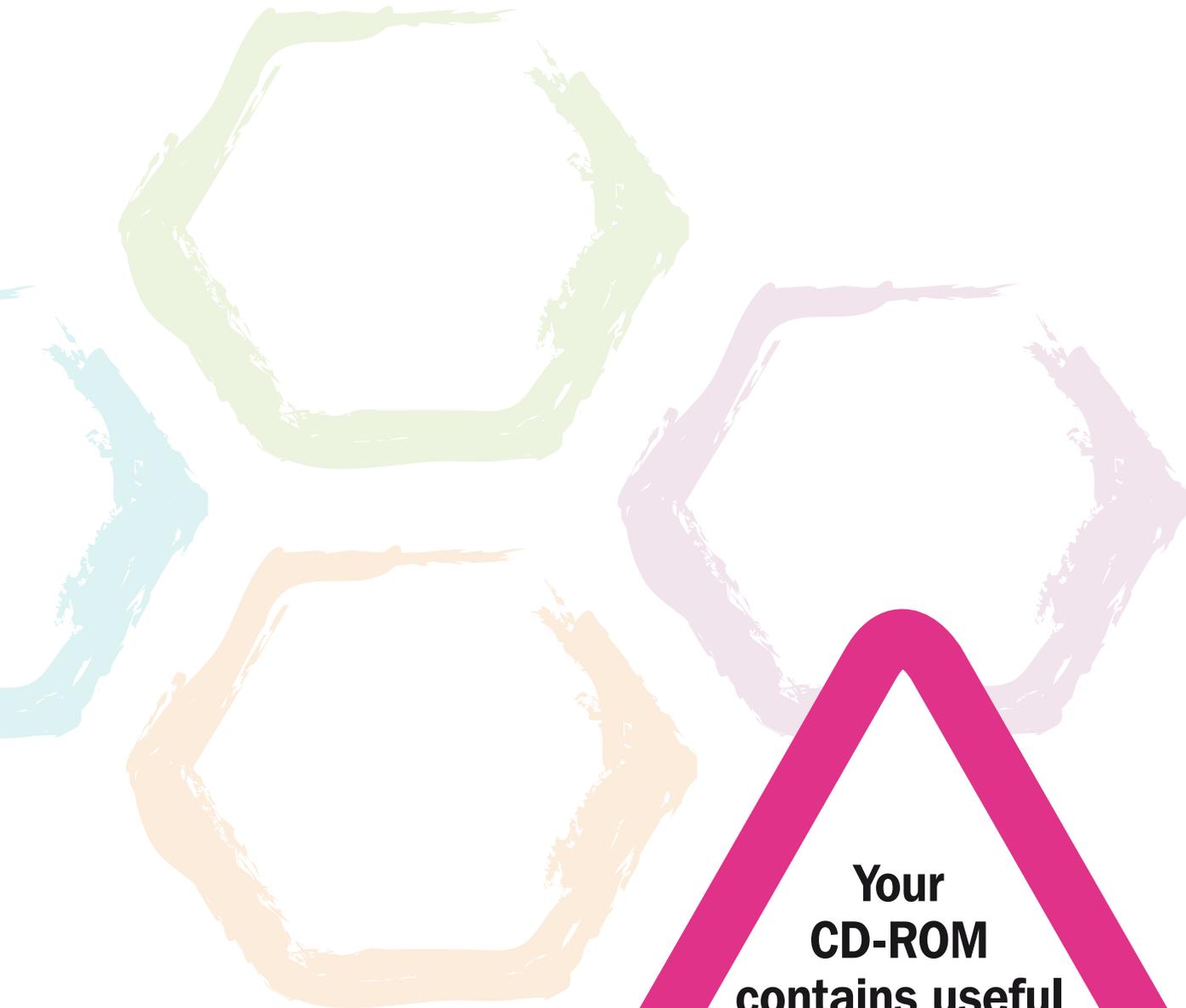
- Remember to ask parents and carers about significant events for the child.
- Often parents and carers are willing to share their cultural experiences, this is particularly true if you have built up a good relationship over time.
- Establish who the adult is when picking up the child. Don't assume that it is always mum or dad. Be sensitive to the information you share with these adults if they are not the child's parents.
- Photos of resources used during the session can be displayed for parents to see. If not, simple drawings on a parents' board will be welcome.
- Have a special place to keep models, photocopies, photos to share with parents and celebrate their child's achievement.
- Invite parents and carers to come and have a look at what the children have been doing.
- Keep abreast of who collects the child, and ask mum or dad to introduce a new person picking up their child.



*Respond to a child's individual cultural and linguistic needs*







**Your  
CD-ROM  
contains useful  
tools for you to  
use in your setting.**



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