



Transition Policy

Green Roots implement the Early Years Foundation Stage (EYFS). The EYFS recognises that children develop at a different and unique pace and therefore have very broad phases of development with age overlaps recognising the uniqueness of every child. Green Roots mirror these phases on their age ranges for the rooms. This policy outlines how and when children move from our Explorer to our Adventure room and other transitions and what we do to make the transition as enjoyable as possible for both parent/guardian and child.

Things we consider when planning room moves are:

- Age – This is the most common way we decide which child is “moving up” next.
- Availability – Children can only move to a new room if there is a place available. Therefore sometimes a younger child may move before an older child because the sessions they attend come available before the sessions of the older child.
- Ability – Ability only gets taken into account if in the view of the team that child’s behaviour is being affected by needing the “challenge” of the next room. Very gifted children are often more than happy in their room. It is unusual that a child’s behaviour will start to become an issue because they need more of a challenge, but when this happens, we will endeavour to move them up as quickly as we can.
- Friendship Groups – We are often asked to keep “friends” together. We will do our best to accommodate this although it can often require the older friend to wait for the younger friend rather than the younger friend being accelerated up. Where friendship groups are larger than three, we suggest splitting the group when they move to the next room to encourage new friendships and wider interaction.

Ratios in the rooms

The minimum ratios are set by OFSTED - we will operate on a higher ratio, unless there are any unforeseen circumstances. As we have a room with mixed ages we are able to calculate the number of points we have to the number of Nursery Practitioners needed. (Each Nursery Practitioner is able to have 24 points for example 15 toddlers (6 points each) and 15 pre-school (3 points each) $15 \times 6 + 15 \times 3 = 135$ 135 divided into Nursery Practitioners (24) 5.6 we would have a minimum of 6 Nursery Practitioners. Please see table below)

	Age range	Minimum ratios	Points per child
Explorers	8 weeks – 2 years	1:3	8
Adventurers	2 years – 3 years	1:4	6
	3 years – 5 years	1:8	3

Communicating Rooms Moves with Parent/guardians

The Room Leaders hold a meeting each month to discuss room moves and agree which children will be moving to a new room in the following month. After this meeting, Key Persons will communicate these suggestions with the parent/guardians whose children we suggest will be moving. Once a room move is agreed, parent/guardians should be taken on a visit to the new room and introduced to the child's new Key Person. They should also be asked to review their consent forms, child information forms and read, complete and sign the "Look How I've Grown" form.

Explorers room to Adventure room

We usually start the transition process when the child reaches 21 months old. A 'Look how I've grown' form will be completed by the current Key Person and will be given to the child's parent/guardians to contribute to. The existing Key Person will share with the new Key Person information relating to the child's individual achievements, needs and requirements. We will arrange for the parent/guardians to visit the room and the new Key Person will be introduced.

To begin with the child spends time in the new room with their Key Person, they will spend time getting used to the room and the new people in it. The new Key Person will spend time with the child alongside the current Key Person. Once the child's confidence has developed and they will spend more time in the room with their new Key Person. The move from Explorers to Adventurers will usually take place when the child is 2 years old at which time the new Key Person will hold a meeting with the child's parent/guardians.

Transition to School

During a child's final year before school we work on a School Readiness programme. This is where that child will be encouraged and supported in developing a range of skills that would be beneficial for their transitional and settling process.

Green Roots welcome the opportunity to work with all feeder schools to ensure the smooth transition from nursery to school. How we work with the school depends on the school.

As a minimum we will provide each school with a 'School Readiness Tracker' form and a 'Look how I've grown', this provides the school with lots of useful information.

We also encourage the school to visit us and small groups of children to visit the school. Please discuss with your Key Person what arrangements we have with your chosen school.

When your child leaves for school they will be invited to attend a graduation ceremony to celebrate their time and achievements at Green Roots.

Other Transitions

If a child leaves to go to a new setting a copy of the previous three months EYFS development, current next steps and a 'Look how I've grown' sheet will also be sent to show the progress made during the child's time in the setting.

If a child attends more than one setting Practitioners in each setting will communicate with one another to ensure that there is a consistency in their learning and care.