



# Transition Policy

Bijou Day Nursery & Crèche, Cowbridge

**Policy owner:** Nursery Manager / Rheolwr y Feithrinfa

**Version:** 2.0

**Last reviewed:** June 2026 / Mehefin 2026

**Next review:** June 2027 / Mehefin 2027

**Approved by:** Samantha Rennison, Responsible Individual / Unigolyn Cyfrifol

## 1. Policy Statement

Bijou Day Nursery & Crèche recognises that transitions — whether starting nursery, moving between rooms, or progressing to school — are significant events in a young child's life. We are committed to making every transition as smooth, supported, and positive as possible, working in close partnership with parents and receiving settings.

This policy complies with the Child Minding and Day Care (Wales) Regulations 2010 (as amended), the National Minimum Standards for Regulated Childcare (2016), the Curriculum for Wales framework (which emphasises continuity and progression), and CIW guidance. Where a child has ALN, the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and ALN Code 2021 apply.

## 2. Starting at Bijou — Settling In

- Before starting, parents and children are invited for a pre-registration visit to meet staff, see the rooms, and ask questions
- A settling-in schedule is agreed with parents — typically 3–5 sessions of increasing duration
- Parents are welcome to stay for part or all of the first sessions if their child needs this
- A key person is assigned before the child starts and makes contact with the family in advance
- The key person gathers information about the child's routines, likes, comfort items, and any additional needs
- Parents receive a daily update during the settling-in period (and ongoing thereafter)
- The settling-in period is flexible — if a child needs more time, we extend it without pressure

## 3. Room-to-Room Transitions

- When a child is ready to move to the next age group room, the transition is planned in advance with parents
- The child visits the new room for short periods before the formal move, accompanied by a familiar staff member
- The new key person spends time getting to know the child in their current room first
- A handover meeting between current and new key persons ensures all relevant information is shared

- Development records, interests, and routines are passed on to the new room team
- Parents are kept fully informed of the timeline and process

## 4. Transition to School

---

- We prepare children for school throughout their pre-school year, building skills such as independence, self-care, turn-taking, listening, and following instructions
- We share information with the receiving school (with parental consent), including: developmental summaries, learning journal highlights, ALN information (including any IDP), and strategies that work well for the child
- School teachers and reception staff are invited to visit children at Bijou before the transition
- Children visit their new school where possible, and we use stories, role play, and discussions about "going to big school" to build excitement and confidence
- A specific Transition Report is prepared for each child moving to school

## 5. Children with ALN

---

- Additional transition support is provided for children with ALN — this may include extra visits, visual social stories, a longer transition timeline, or a joint meeting between nursery, school, parents, and external professionals
- The current IDP and all relevant information is shared with the school ALNCo

## 6. Leaving Bijou (Non-School Reasons)

---

- When a child leaves Bijou for any reason (moving area, changing to another setting), a summary of the child's development is offered to parents
- Records can be transferred to the new setting with parental consent

## 7. Related Policies

---

- Additional Learning Needs Policy
- Looked After Children Policy
- Partnership with Parents Policy
- Data Protection & Confidentiality Policy