

# Principles and Theories of Transition

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Children may experience many transitions; going to a setting for the first time, moving from one room to another or onto a different Provider or School.

Periods of change are milestone events for children.

Transitions alter the routine that children are used to. The move from one environment to another can mean a time of uncertainty.

Getting the transition process right is vital for every child.

“Transition is any kind of change that may alter the routines that the children, and sometimes the adults, are used to”  
*Sue Allingham, 2015*

“High quality transitions recognise the importance of feeling known”  
*Birth to Five Matters, 2021*

“Effective Transition is a process rather than an event”  
*Birth to Five Matters, 2021*

Providers must enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting.  
*Revised EYFS, 2021 (3.69)*

## EYFS Principles

The principles of the EYFS shape practice in early years settings.

### Unique Child

The starting point for transition is always the individual child – (Julie Fisher 2010).

To ensure children feel secure and settled there is a need to provide continuity and consistency for children, where they are listened to and their individual needs are understood.

### Positive Relationships

Gaining the views of parents/carers, is vital to support successful transitions for children.

Involving the child's key person and other professionals ensures that information is shared.

Children need to build a secure attachment to their key person.

It is vital that information is communicated and shared with all those involved in the transition.

### Enabling Environment

Both the physical and emotional environment is important. Providing continuity of experiences within environments and routines help children feel safe and secure when they are dealing with change.

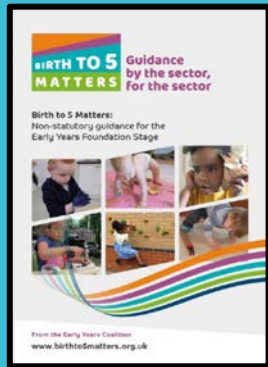
Children need to be able to express their thoughts and feelings and have these acknowledged by responsive adults.

## Pause for Reflection

Click on the resources below for further information



3-4:  
The Wider Context



Pages 16-17

Is transition a priority discussion point during senior management and team meetings?

Does your team revisit your transition and Settling in policies frequently, adapting them based upon whole team reflection and evaluation?

Do you allocate Key Persons 'time out of ratio' when they are supporting a settling child?

Do you meet regularly as a team to discuss children transitioning into your setting – highlighting which children are most likely to need enhanced provision, additional support?

Do you use the information you've gathered about children to prepare your environment?

Do Key Persons meet with children and parents/carers prior to the child starting?