

Collaborating with other providers

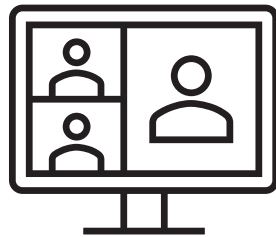
Collaborating with other providers

Early years providers work hard all year round to establish and maintain effective working relationships with other settings.

This collaborative work continues with an annual cycle of regular correspondence and meetings in preparation for key transition times.

“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.”

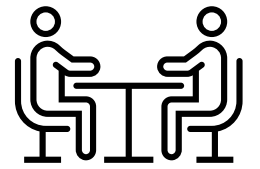
3.69 Revised EYFS, 2021



“Transitions are opportunities for professional dialogue”
Birth to Five, 2021

“Multi-agency working ensures the sharing of information and lessens the chances of vital information being omitted during the transitional period.”

Gould, 2012



Practical ideas

Some children experience repeated transitions throughout their week or several in one day.

You can plan to mitigate the potential negative impact that this may have.

Nominate a 'contact person' who will act as a first point of contact for schools and other settings when discussing and planning for transitions.

Keep up to date with local schools' and settings' information via their websites and Facebook pages.

Do settings and schools offer 'virtual tours' or video introductions?

Ask settings/schools to send photographs of key places within their building as well as staff who will be working with children.

Invite practitioners from new settings and teaching staff from schools to complete a *One Page profile* of themselves. Share these with children and practitioners.

Discuss how you will share information about the child's learning and development and next steps. Telephone catch ups, communication books, shared on-line learning journals...

Find ways in which all providers involved can contribute to children's assessments.

Practical ideas - Internal transitions

Transition does not always involve moving settings. It can include moving from room to room, change of Key Person, change of learning environment, curriculum or ethos of the setting.

These are all milestone events for children.

Each transition will alter the routine that children are familiar with.

When children are ready to move to another room in your setting, give them plenty of opportunities to visit their new room alongside their Key Person if possible.

Arrange time for existing and new Key Persons to meet to share information and discuss a child's next steps.

Consider how many transitions children experience in a day or week at your setting. Are all transitions necessary and well planned?

Prepare children in advance of changes to the layout of rooms or changes to routines.

Offer parents the opportunity to meet with their child's new Key Person prior to their transition.

Hidden transitions

When considering how you support transitions in your setting, pay attention to the 'hidden' or less obvious transitions that children experience.

These hidden transitions will influence and impact children's behaviour and emotional well being, just as much as obvious transitions such as moving settings.

Children will experience all types of transition differently.

A different person dropping off or collecting a child

Toilet training

Absence of a Key Person or familiar adult

Sleeping somewhere new

A hospital stay

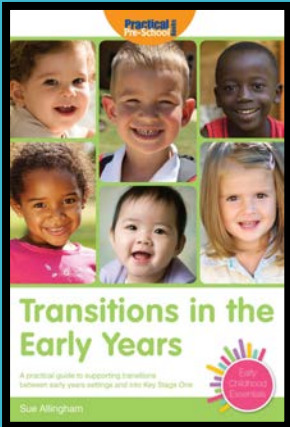
Changes at home

A Parent/Carer helping in the setting

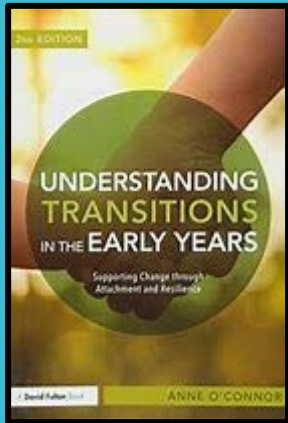
Visitors to the setting

Pause for reflection

Additional resources:



"Transitions in the Early Years" by Sue Allingham



"Understanding Transitions in the Early Years" by Anne O'Connor

Do you plan to discuss funding arrangements with children's previous or shared settings?

Do you appoint a member of staff as a 'bridge' who is the link between two settings?

Do you talk to children about their impending transition to school and share resources which support this journey? Stories, YouTube clips, school uniforms, photo albums of new environment...

Do you plan a gradual transition where children have multiple opportunities to visit their new room?

Do you plan 'ending/goodbye' events or celebrations when children are transitioning?

Do you allocate time for Key Persons to meet with new settings to pass on information?