

Separates calmly from parent/carers

Transitions are opportunities for curious professional conversations between home and setting. It is the responsibility of each setting and practitioner to ensure that children feel welcome and gain a sense of belonging so that they are supported to settle. By creating a relationship where parents are partners, practitioners will be able to listen to and welcome families to their setting.

The wellbeing of babies and young children is met when their emotional and physical needs are provided for and their feelings are accepted.

Typical development

3 to 4 year olds will be learning to:	Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
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How can practitioners support children to separate from parent/carers?

If the child is new to your setting:

- Are you working in partnership with parents?
- Consider the questions you ask on your registration form.
- Do you regularly evaluate your 'settling in' policy and how flexible are you?
- Does the setting offer a home visit before the child attends?

For all children:

- Do all rooms offer a visual routine on the wall and are used with the children so that they can see what happens before their care giver returns?
- Do staff know who will be collecting a child later that day?
- Consider updating the child's All about me / my profile so that you know that the information is up to date about the child and their interests so that this can be used to support the child to separate from parent/carers
- Does your setting offer consistent staffing in rooms to provide stability to the child and family?
- Consider asking professionally curious questions to find out about how the child is at home and if there are any changes or challenges that may make them less likely to separate well.

Activity ideas/resources

If the child is new to your setting:

- Settle sessions

For all children:

- Transition sessions between room in setting.
- Use the visual timetable to show the child what will happen and when they will go home (this may need to be at a 'first and then' if the child is finding it very overwhelming.
 - Transitional object to carry between home/setting.
- Show the child a photo of the person who is collecting so they can predict what will be happening.
- Have a motivating activity in sight when the child comes into your setting that will entice them in to play.
- Acknowledge how the child is feeling, reassure them the parent/carers will return when the session is finished or after an activity by using the visual timetable.
- For children with EAL please liaise with parents and learn some key phrase/words

Useful links

<https://www.annafreud.org/early-years/early-years-in-mind/common-difficulties/>

<https://www.pacey.org.uk/training-and-qualifications/other-relevant-training/minded/>