

# “Moving in”

A little book about transitions



Supporting **Unique Transitions** and  
each child's **Sense of Belonging**

Effective transition is crucial to support and develop children's confidence, self-esteem, wellbeing and achievement... developing the resilience and resourcefulness to become effective lifelong learners.



**St Pauls**  
Nursery School & Children's Centre

**This is a short booklet about of how we help children “settle in” to their new room and support their sense of safety, belonging and connectedness.**

### **Flexible starts, unique transitions, meeting children’s needs**

Each child is unique and has their own way of responding to change, to new experiences, routines and relationships.

As they start their new setting or move rooms across St. Paul’s, we attune to their individual needs, helping them feel emotionally contained and give them opportunities to make secure attachments.

Each room has different spaces, different routines and expectations, and a different adult-child ratio ( 1:3 Baby Room, 1:4 EY2, 1:13 Nursery School ).

For some children these changes take time to feel comfortable and confident with.

We talk to parents, carers and families about a “step-by-step” approach.

**This usually means adjusting the hours and sessions children attend the setting, spending more time with parents and carers in their new room and creating individualised ‘transition’ plans.**

We have found this careful attuned response created alongside parents, carers and families helps children thrive and flourish.



Through positive relationships, children and families will feel contained and supported as they move into or across the setting.

We will

- ensure that parents/carers are fully involved in the transition process and that their feelings and needs are taken into consideration
- ensure that children and families feel respected, valued and welcomed in their new environment
- enable all children and families to develop a sense of belonging
- be attuned to children through the transition process and scaffold experiences in order for children to thrive and flourish
- ensure children know their needs are held ‘in mind’ and to provide containment for them
- ensure that the children have a voice in the transition process
- ensure transition plans are personalised to suit individual needs and remain as flexible as possible