

CASE STUDY OF EFFECTIVE PRACTICE IN TRANSITION INTO EYFS -beginning the preparations for September 2020

NAME OF SCHOOL: JAMES LEE NURSERY SCHOOL

TRANSITION CONTACT: SUE MUNNS, ACTING HEADTEACHER

THE CORE CURRICULUM	PERSONAL DEVELOPMENT
<p>KEY COMMENT</p> <p>“We are determined not change the quality of our practice! Even though we have had to change the way learning is organized across the nursery to make it safe for children and staff, we will not compromise on the core of our practice in any way!”</p>	<p>KEY COMMENT</p> <p>“Transition is one of our most important activities. We have a web of transition practices that help and support the children to flourish when they start school. Involving parents in our transition arrangements is fundamental to everything we do. We won’t compromise on that either!”</p>
SAFETY AND SAFEGUARDING	MANAGEMENT OF TEACHING AND LEARNING
<p>KEY COMMENT</p> <p>“The key dilemma for me is to find ways of keeping the children and staff team safe, yet continuing to offer ‘In the moment’ purposeful play.</p> <p>“I think one of the clearest answers to the restrictions that come from COVID 19 is to take as much of our practice outside as we can. If we can’t do home visits, maybe we can do safe home visits in the nursery garden!”</p>	<p>KEY COMMENT</p> <p>“It is the quality of our team-work that will get us through this crisis. Even though we will be working, from September, in two separate inside and outside areas, with two separate staff teams, we will continue to offer all our children the same level of teaching expertise.</p> <p>If government guidelines change, though, we will move back to a whole nursery approach to teaching and learning – this is our preferred style of practice.”</p>

QUESTIONS, DILEMMAS AND PLANNING PRIORITIES THAT SUE HAS CONSIDERED WHEN PLANNING FOR NEW CHILDREN COMING INTO THE NURSERY FROM SEPTEMBER 2020

Transition area	Comment from the school
Induction	<p>We have thought about whether virtual meetings will work with our parents and their children prior to starting school, and as a replacement for the Open day that we usually hold for new families in the summer term. For us, this is not an option. We want to welcome new families without the limitations of technology, where we still might not be able to create an initial relationship with the child.</p> <p>Our Receptionist has become a key figure now in this adapted transition time. She is the one who has contacted parents and arranged times for them to safely pick up our induction materials.</p> <p>The beginning of September has always been a time for us to do home visits, where we can get to know the child in her/his home surroundings. We can begin that process of parental involvement here too. It is a very important part of transition, and one that we will not lose.</p> <p>We will keep to those days allocated in September for home visits, and offer each parent a specific time in the nursery setting, with access to the outside and inside areas. This will enable us to welcome each family – parent and child slots so that we can all observe COVID-19 safe practices. They will only meet with those staff that will be working directly with their children. We will aim to arrange for the meetings to be outside, weather permitting.</p> <p>We will take longer to receive all our children into the nursery. We know that we have a number of children who will be returning. These are the children whose families chose for them to remain at home in the summer term. We will settle these children first, along with the children of working parents. Those returners will be invited to visit on one of the allocated home visit days, just for a few hours, so the parents feel confident and the children can say hello to the staff/keyworker and play.</p>

<p>Leavers (those who would have left at the end of the summer term)</p>	<p>I don't want to forget the leavers. By this I mean all the children who would have transferred from our nursery to primary schools in September. In the summer term, we usually have a leavers' ceremony for them, and we prepare them for the transition to primary school in a number of ways e.g. visiting their new school and in some cases the teacher would visit us. This year, although we can support those who are with us, we will not be able to help the children and families who have stayed at home in the same way. We will not forget them though! Transitioning on to the next stage is an emotional rite of passage for children. When it is appropriate, we will find a way to enable these children and their families to spend time in the nursery saying goodbye and creating a positive closure for and with them. We have risk assessed the leavers events and have decided to put a number of dates in place for those who have not been in school to visit us this term. Those who are with us will have a mini graduation ceremony. We are running three of these so that we continue to stay safe. Parents will not be invited.</p>
<p>Home visits in the Nursery</p>	<p>We value our home visits. They enable us to get to know our parents and children at a deeper level than we can achieve through parent / school meetings. We won't lose them, but we won't do them in the same way because we need to keep everyone safe during COVID. That's why we have arranged individual home visits in the nursery (see above for the description of how this will work at the start of the new academic year).</p>
<p>Parent Conference Sheet Home visits in the</p>	<p>We use a simple parent conference sheet to begin the formal gathering of information about each child. It is invaluable to us because it provides a structure for the first discussion we have with parents about their child's learning profile (see end of this form for an example of the parent conference sheet). The sheet offers prompts for the key worker.</p>
<p>Safe COVID practice</p>	<p>It is clear that the outside area is safer than inside spaces. We have a large garden area that can easily</p>

<p>Using the outside area as much as possible</p>	<p>be divided into two separate areas, and this will enable us to work in two groups that link with the two large classroom areas available to us. We have always had an emphasis on high quality outside learning, and this is even more important to us now. We are planning for children to be outside as much as possible. Where parents need to be with us because of settling, they will be outside in the garden area, safe distancing but still able to communicate with us.</p> <p>This might change in September, because, as long as we can still keep safe, we prefer not to separate the rooms or the outside areas.</p>
<p>The core curriculum when we will be working in separate classrooms and outside areas</p>	<p>We need to pare back our curriculum to see what is essential to enable our young children to thrive, develop and learn effectively when we begin to work in 'bubbles.' We have a set of questions that we will answer as more children join us from September.</p> <ul style="list-style-type: none"> • How do we show children that the whole nursery belongs to them to explore as a positive learning experience, when children are no longer able to access the wider nursery inside and outside? • What resources will we use with our very young children that enable them to be challenged and interested in their learning? • How will we continue with our emphasis on parental involvement when we are stopping parents from freely entering the nursery?
<p>Prioritising needs</p>	<p>In our current planning we are asking, which children should we prioritise for entry from September 2020 and how will we manage this new intake? Of course, the needs of our identified vulnerable children, including those with special educational needs should be clearly identified before children start school, and their plans should already be forming. Children from key worker families need early access to nursery provision, whether full or part time.</p> <ul style="list-style-type: none"> • Should we prioritise working families who need 30 hours? We have chosen to do this because of

	<p>our own funding issues, and meeting the needs of parents who will be returning to work.</p> <ul style="list-style-type: none"> • Should we attend first to the needs of children who have no siblings and have previously been at home without play support? We have decided that our older children will be returning on the first day. We know that they are already settled and happy. <p>We are also currently wrestling with how we manage the entry points of those children who were either with us from the beginning of June, or are choosing to return to school in September. It seems likely we will manage this transition back into school before we begin to accept other children. We want to achieve two mixed groups of children rather than filling up one group and then starting another. This will enable us to share out the older role models, and children we know will need more support.</p>
<p>Meeting children's emotional needs</p>	<p>We intend to re-order our class groupings so that older, established children can support the entry of new children. This will be particularly important during COVID as we will not have parents entering the rooms to support their children as they first start school with us. Older more experienced children can then be seen as a transition resource for the younger more vulnerable children in the group.</p>
<p>A longer transition period</p>	<p>Our transition into nursery for new children is likely to be much longer than usual as we continue to successfully settle children and deal with any COVID related emotional needs they or their parents / carers may have.</p>
<p>Managing the adults working with the children</p>	<p>Some staff are still currently shielding, and this been extended until August 1st We are hoping to have everyone back in September. However, we do have a long established staff team who understand our routines. We will have a teacher leading each group of children. If we need to use other staff in the groups, they will enter a situation where the routines and safe COVID practices have already been established.</p>

EXAMPLE OF OUR FIRST PARENT CONFERENCE SHEET THE KEY WORKER USES AS A PROMPT IN DISCUSSION.

Child's name:

Name of Parent:

Date shared with nursery:

- 1. Did your child have the two year old check with either your health visitor or another nursery?**
- 2. What experience has your child had playing with other children?**
- 3. What does she/he like to do?**
- 4. Is there anything he/she might find difficult?**
- 5. Do you think he/she will settle easily?**
- 6. Is your child's speech clear? Do you have any other concerns?**
- 7. Can he/she manage the toilet independently?**
- 8. Is there anything else you feel we should know in order to help your child's be happy and learn at nursery?**
- 9. What do you hope your child will achieve at nursery?**
- 10. Does your child have any allergies?**