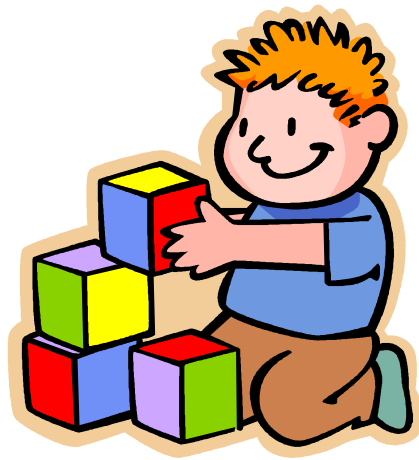


Bell's Brae Primary School

Transition to Nursery

Revised July 2011



Transition to nursery

Children entering nursery come from various backgrounds and have a variety of pre-school experiences. It is essential for staff to provide continuity of these experiences and support children and parents/carers during the transition and make nursery education an enjoyable experience for all.

Aims

We adhere to Bell's Brae School's vision statement :

"Bell's Brae strives to create an ethos of achievement and enjoyment where everyone feels safe, supported, valued and respected in order to develop life skills, reach their full potential and gain happy memories."

Therefore, at all times within the nursery setting we aim:

- To create a warm and welcoming atmosphere for everyone entering the nursery
- To provide high quality education in a stimulating and varied environment
- To enable all children to achieve their full potential, becoming independent thinkers and confident learners with high self-esteem.

In order to fulfil these aims we will liaise closely and build partnerships with parents/carers. To this end our Participation Strategy states that :

"We want to make sure that attending Bell's Brae Nursery is a happy and enjoyable experience for every child from the very beginning.

For this reason , your participation during their time here is essential.

Children attend nursery for a relatively short time each day and your role in their lives continues to be vital! So, let us know their strengths, their likes and dislikes, what makes them laugh and the things they find challenging.

Continue to do things with your child and spend time talking about it – whether it's everyday things or more special activities. And, continue to let us know about what they have been doing.

What you tell us about your child will help us make their nursery experience as fun and as stimulating as we can."

The pre-school home visiting teacher and other relevant professionals will also be consulted where necessary. Effective practice will be promoted at all times by the continuing personal development of all Nursery staff.

The transition process

All children eligible for a pre-school place during the incoming school year must be registered for a place in February. Parents are contacted in writing to confirm their place and ask for their preference regarding classes.

Parents/carers are informed of the allocation system, i.e. children with deferred entry to school are placed first followed by those in their pre-school year and then by those entering their ante pre-school year. Priority admission is given to children referred to the setting by Social Work and to those with additional support needs.

We operate a staggered intake whereby children are introduced to the nursery one at a time. The majority start at the beginning of the school year. Others are admitted within a month of their third birthday, provided it is before the last day of February.

February	Pre-school Registration Week. Information regarding the potential new intake is provided regularly by the Local Education Authority.
March	Letters go out to parents/carers asking for confirmation that they wish for their child to attend Bell's Brae Nursery. They are also asked to indicate their preferences regarding the class they would like their child to be in.
April/May	Letters go out informing parents/carers of the class allocation and the name of their teacher. An information booklet is included as well as an invitation to attend an information evening.
June	Information evening for parents/carers of children due to start nursery during the next school year. Nursery and ASN staff and DHT (EY) attend so that key individuals can be introduced. Parents/carers also have the opportunity to look around the nursery and the wider school building.
August - February	Nursery teachers contact parents/carers by phone to arrange an initial visit to the nursery prior to their actual start date. At this time, parents/carers are asked to pass on any key information regarding their child – an enrolment form and "All about Me" are completed and returned to nursery staff.

Communication with parents/carers

During transition, nursery staff work in close partnership with parents/carers and promote communication in various ways:

- From their earliest point of contact with the nursery, parents/carers are made aware of our 'open door' policy and that members of staff are always available to talk to them.
- There is an information board for parents/carers in the open area and individual boards at the door of each nursery room
- An information evening is held in June for the parents/carers of children due to start nursery during the next school session.
- Parents/carers are encouraged to bring items for displays and to share skills or talents they may have that help in the delivery of planned learning. They are also invited to help on trips and outings.
- Nursery news is included in termly information letters and whole school newsletters. These also feature on the school website.
- Formal reports on children's progress are distributed to parents/carers in May/June.
- A Complaints Policy is displayed in the information area.

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