



QUEENS PARK MONTESSORI DAY NURSERY

**155 Richmond Park Road
Bournemouth
Dorset
BH8 8UA**

Telephone: (01202) 523293

Proprietor: Mrs Alison Toms

Ofsted Reg: EY242933

Positive relationships

- 2.1 Respecting each other**
- 2.2 Parents as partners**
- 2.3 Supporting learning**
- 2.4 Key person**

STAY SAFE

MAKE A POSITIVE CONTRIBUTION

A Unique Child

- 1.2 Inclusive Practice**

**MAKE A POSITIVE
CONTRIBUTION**

EYFS: 1.16, 3.1, 3.27

TRANSITIONS AND BEREAVEMENT POLICY

At Queens Park Montessori Day Nursery we recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these transitions.

Some examples of transitions that young children and babies may experience are:

- Starting nursery
- Moving between different rooms within the nursery
- Starting school or moving nurseries
- Family breakdowns (see separate policy)
- New siblings
- Moving home
- Death of a family member or close friend
- Death of a family pet.

Staff are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's behaviour. This information will be shared on a need to know basis only. Confidential information will not be shared with all staff.

Starting nursery

We recognise that starting nursery may be difficult for some children and their families. We have a settling in policy to support the child and their family.

Moving rooms procedure

When a child is ready to move to a different room in the nursery, we follow the process set out below and work with the parents to ensure this is a seamless process in which the child is fully supported at all stages. [This may include a handover meeting between the existing key person, new key person and parents and:](#)

- [Basing on the individual needs of the child and when they are ready to move based on age/stage of development](#)
- The child will spend four short sessions of half an hour in their new room prior to the permanent move to enable them to feel comfortable in their new surroundings
- The child's key person may go with the child on these initial visits to enable a familiar person to be present (depending on each individual child)
- The child will then have four longer sessions of an hour in their new room. These sessions the child will be accompanied by their new key worker.
- Parents will be kept informed of all visits and the outcomes of these sessions e.g. through photographs, discussions or diary label entries
- Only when the child has settled in through these taster sessions will the permanent room move take place. If a child requires more support this will be discussed between the key person, parent, and room leader of the new room to agree how and when this will happen.

Starting school or moving childcare providers

Starting school is an important transition and some children may feel anxious or distressed [about the move](#). We will do all we can to facilitate a smooth transition and minimise any potential stresses. This following process relates to children going to school. However wherever possible, we will adapt this process to support children moving to another childcare provider e.g. childminder or another nursery.

- Each key person will talk about the school with their key children who are due to move to school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues to help children overcome these
- [We will provide photos of each child's prospective new school and use their websites to facilitate discussions about new teachers, classrooms, etc.](#)
- We produce a comprehensive report on every child starting school to enable teachers to have a good understanding of every child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning.
- [With parental permission around school allocation day we will share details of the schools children are going to so parent/carers can see which children may be going to the same school. This can offer some reassurance for the children to know that are moving with some familiar peers.](#)

Other early years providers

Where children are attending other early years settings or are cared for by a childminder we will work with them to share relevant information about children's development. Where a child is brought to nursery or collected from nursery by a childminder we will ensure that key information is being provided to the child's parent by providing the information directly to the parent via email, [video call](#) or telephone.

Family breakdowns

We recognise that when parents separate it can be a difficult situation for all concerned. We have a separated families policy that shows how the nursery will act in the best interest of the child.

Moving home and new siblings

We recognise that both these events may have an impact on a child. Normally, parents will have advance notice of these changes and we ask parents to let us know about these events so we can support the child to be prepared. The key person will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. through role play, stories and discussions.

Bereavement

Legislation

- The Parental Bereavement Leave and Pay Act 2018

We recognise that children and their families may experience grief and loss of close family members or friends, or their family pets whilst with us in the nursery. We understand that this is not only a difficult time for families but it may also be a confusing time for young children, especially if they have little or no understanding of why their parents are upset and why this person/pet is no longer around.

We aim to support both the child and their family and will adapt the following procedure to suit their individual needs and family preferences:

- We ask that if there is a loss of a family member or close friend that the parents inform the nursery as soon as they feel able to. This will enable us to support both the child and the family wherever we can and helps us to understand any potential changes in behaviour of a child who may be grieving themselves
- The key person and/or the manager will talk with the family to ascertain what support is needed or wanted from the nursery. This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation
- The child may need extra support or one-to-one care during this difficult time. We will adapt our staffing arrangements so the child is fully supported by the most appropriate member of staff on duty, where possible the child's key person
- We will be as flexible as possible to adapt the sessions the child and family may need during this time.

We will adapt the above procedure as appropriate when a family pet dies to help the child to understand their loss and support their emotions through this time.

We also recognise that there may also be rare occasions when the nursery team is affected by a death of a child or member of staff. This will be a difficult time for the staff team, children and families. Below are some agencies that may be able to offer further support and counselling if this occurs.

The Samaritans: www.samaritans.org 116 123

Priory: www.priorygroup.com 0800 691 1481

Child Bereavement UK: www.childbereavementuk.org 01494 568 900

Cruse Bereavement Care: www.cruse.org.uk 0808 808 1677

British Association of Counselling: www.bacp.co.uk

SANDS: www.sands.org.uk

If parents feel that their child requires additional support because of any changes/[transitions](#) in their life, we ask that you speak to the nursery manager and the key person to enable this [effective](#) support to be put into place.

Death of a child

If an employee suffers the death of a child under the age of 18 or suffers a stillbirth from 24 weeks of pregnancy, all employees will be entitled to two weeks paid leave; subject to meeting eligibility criteria having been employed for at least 26 weeks.

Support will be given, including making reasonable adjustments on the return to work and further ongoing support will be provided.

This policy was adopted on:

Signed on behalf of the nursery:

Date for review: