

Transition Story of Implementation - Dainty Little Hands Kidzacademy Day Nursery

1 Context

Dainty Little Hands Kidzacademy Day Nursery supports children aged 2-4. This was the first cohort from this nursery who had transitioned into Reception classes.

2 Identified Priorities



Reduce anxiety and uncertainty for children and families



Support emotional wellbeing and regulation and ensure continuity of care and support strategies



Work in partnership with families and receiving schools

3 Actions Taken



- Children received personalised help to prepare for moving to school. Feelings were explored using simple, child-friendly ways like pictures and stories.
- Children felt secure because their key person stayed close and used tools like visual timetables and social stories.
- Communication was supported with pictures, gestures, and clear language.
- Calming strategies were shown and quiet spaces were available.
- Independence was encouraged in small steps with lots of praise and visual reminders.
- Families were involved through regular chats about routines and expectations.
- Schools received clear information about each child's strengths, needs, and helpful strategies (with parents' consent).



4 Impact



Children showed increased confidence and reduced anxiety related behaviours - **"I having a good time and have a lot of friends now, even more than I had at nursery,"** and **"It's good. I like playing with my friends."**



Parents felt informed, listened to, and reassured - **"Everything gone well."**



Positive feedback from schools regarding the quality of transition information

5 Reflections & Next Steps

- Staff regularly reflect on transition outcomes during team meetings and supervision.
- As a developing setting, the nursery continues to:
 - Refine transition documentation
 - Strengthen partnerships with local schools and SENCOs
 - Adapt practice in response to children's needs