



Transition – Focus on 30 Hours of Free Childcare

The introduction of 30 Hours of Free Childcare is likely to increase the number of children who attend more than one setting both in a day and potentially within a week. With this in mind, heightened consideration needs to be given to how children's wellbeing and learning is maximised. Successful delivery of the Early Years Foundation Stage Statutory Framework (2017) relies on consistent cooperation, coordination and communication between all partners.

Kent County Council's *Transition Matters* Toolkit outlines current good practice for transition. The information provided in this document builds on *Transition Matters* in the context of children accessing up to 30 Hours of Free Childcare. Some of the key areas for consideration when settings are planning to work in partnership to offer up to 30 Hours of Free Childcare are:

- Safeguarding
- Home visits
- Preparing the child
- A shared approach to behaviour management
- Communication between families and multiple settings
- Planning and curriculum
- Supporting children with additional needs
- Seamless transition to school from multiple settings

In the particular context of 30 Hours of Free Childcare, have you:

Tick if yes

Considered how you will exchange information about children securely (see Link to the safeguarding fact sheet). Does your admissions policy include permission to share information with other settings that the child attends?

Had conversations with partner settings regarding home visits and the possibility that multiple settings may be planning to visit families at home?

Had conversations with families and partner settings as to how you can work together to prepare the child for the transitions (e.g. visual timetable, my day book, routine plan)?

Discussed with families and partner settings a shared approach to managing children's behaviour, for example, sharing positive strategies, learning from families what works well for their individual child?

Considered how you plan to communicate with families, partner settings and multi-agency professionals? A daily passport/child log will ensure all those involved in the care of the child are aware of the child's routines, diet, medication, anxieties and home situation. Shared meetings with families would avoid the need for them to attend multiple appointments with different settings.

Shared your approach on how you plan for children's learning. Does your communication with partner settings and families include details of what your planning includes for the child?

Considered how you will share early identification of additional needs/disabilities and agreed which setting within a mixed-model partnership will liaise with appropriate multi-agency colleagues to ensure the child's needs are met? There may be differing levels of skills and experience between settings and good communication minimises discrepancies in assessments, particularly for children with SEND. All settings should follow the advice of professionals, working towards shared outcomes and progress, fully involving the family.

Considered which setting the school would be invited to attend and how you will provide a coordinated assessment of the child's age and stage on transition to school.

Useful Information can be found on <https://www.familyandchildcaretrust.org/dfes-30-hour-mixed-model-partnership-toolkit>

- Joint management of learning and development
- Involving parents
- Safeguarding children
- EYFS and children with SEND