

## Transition to school

When a child is getting ready to go to school, some Local Authorities require childminders and other settings they attend to write a transition report. The report should be given to parents to hand over to the child's teacher – or, if you have written permission from parents to share information with the other setting, you can give it them when you chat to them about how to support the child and complement their learning when they start school...

Many childminders say that parents do not hand them over and teachers do not read them but if you are required to write a report then you have to do it regardless!

Transition reports are not a requirement of the EYFS – but it is good practice for each child's key person to write regular reviews of a child's progress and a transition report is part of this review process, to show evidence of constantly checking that the child is making good progress. Also, we have a statutory duty, stated in the EYFS, to share information with other settings children attend and this is seen by many Ofsted inspectors as part of that duty.

If your LA has provided you with a form to use then you are stuck with it... if you want to use your own remember to keep it positive and to talk about what the child enjoys and can do. Information you might include –

- Child's name and date of birth –
- Date of writing the report –
- Name of key person who wrote the report -
- About the child – some general information about the child - their likes, dislikes, interests etc.
- Photo of the child – let the child take a 'selfie' and print it for them
- Communication and language – brief notes about the child's C & L skills and knowledge – are they confident speakers of English? Do they have a good level of understanding for their age? Can they make themselves understood in a group?
- Physical development – talk about their moving and handling (gross and fine motor) skills and independence in and understanding of health and self-care.
- PSED – is the child happy and settled with you? Do they have any particular needs to help them learn? Can they make decisions and choices?
- How the child learns – include brief notes about the child's learning characteristics. Some ideas in this blog - <http://independentchildminders.weebly.com/blog/observing-the-learning-characteristics>.
- You should then briefly talk about the child's learning in the specific areas – they are important, but the prime areas are considered to be the most important for life long learning.
- What you are working on with the child next. This is central to the document because, if you have any concerns about the child's learning and development, you can include them here.

Use observations linked to the Early Years Outcomes guidance to help you write about what the child can do. Keep it positive and upbeat – talk about what the child has learned and the experiences they have enjoyed while with you.

Our main aim must be for each child to be ready, confident and established in the prime areas of learning ready for school. You will find more information about early years teaching here –

<http://independentchildminders.weebly.com/blog/are-you-ready-good-practice-in-school-readiness>.