

Wattle Grove Long Day Care Centre

Transition Between Rooms Policy

Aim

The Service aims to arrange for room transitions when a vacancy occurs or at the beginning of the new year. As each room has different challenges and expectations, children will only be transitioned when they are ready in all aspects of their development. The opportunity to transition between groups/rooms at the centre is based on many factors other than just age.

Legislative Requirements

Education and Care Services National Law Act 2010
Education and Care Services National Regulations 2011

Who is affected by this policy?

Educators
Children
Families
Staff

Implementation

Transition from 0-2 room to 2-3 room to 3-4 room and 4-5 room.

Once a Child in the younger room is of appropriate age and ability, and a **vacancy is available**, the child will be transitioned to the older room after consultation and approval, is given by the parents.

So as to minimise any distress that the transition may cause, the child will be introduced to the room for short visits until Educators/Staff are confident that the child is ready for complete transition.

Prior to transition families will be communicating with the teachers in the room their child is transitioning to receive information on the requirements and routines of the new room.

Families will be updated with the progress of their child in the new room.

Transition Expectations

When there is a vacancy available in the room where the child is expected to transition to permanently there are a number of other aspects which will also assist in the transition and decision process. These include the following:

Transitioning Into the 2-3 Room

Based on both age and ability, especially in circumstances where the child might have to move before, they turn two, child must be able to:

- Walk, dance, climb, trying to kick, can roll a large ball, squatting to pick up an object
- Climb onto a children's chair with little assistance
- Feed independently – finger feeding, using spoon/fork, drink from a cup
- Play with other children, or alongside other children
- Seek comfort when upset or afraid – if applicable
- Assists another child in distress, eg, patting or offering material objects

- Point to objects when named
- Identify body parts
- Comprehend and follow simple questions and instructions
- Reciprocal imitation of another child, imitate each other's actions
- Enjoys songs and rhymes

Transitioning into the 3-4 Room

- Based on both age and ability (in special circumstances under 3 years can transition based on abilities)
- Hold pencil and can apply pressure to create markings on the page.
- Ability to independently toilet (minimal accidents, place self on and off toilet independently as well as pull pants up and down. May require assistance with fastenings, zippers etc). No sleep nappy.
- Focus on an activity at hand for at least 3 minutes.
- Listen to and follow 2 step instructions.
- Answers simple questions.
- Uses words rather than actions a majority of the time to solve their problems.
- Verbally communicates their physical needs (E.g. I'm hungry, I'm thirsty, I need help.).
- Beginning to dress and undress self (may requires assistance with jumpers and fastenings).
- Recognise and locate their belongings.
- Participate in group time.
- Wash hands independently.
- Feeds themselves using utensils.

The Approved Provider/Nominated Supervisor will ensure that this policy is maintained and implemented at all times

Sources

Education and Care Services National Law Act 2010
 Education and Care Services National Regulations 2011
 Guide to the National Quality Standard 2012

Review

The policy will be reviewed every two years unless legislation changes, or a serious incident takes place in the service. Reviews will be conducted by management, employees, parents and any interested parties, with 14 days notice provided to any changes implementation.

Reviewed: September 2017, April 2018, Feb 2019, May 2020
 Last amended by Shabiena Masoom. Role: Nominated Supervisor

Date for next review: 2022