

# MAKING A SMOOTH TRANSITION FROM HOME TO CHILDCARE

## INFORMATION AND INSPIRATION SHEET

Transitioning a child from home to childcare can be an adjustment for both the child and the family and through thoughtful planning and collaboration can support a smooth experience for all.

### THINGS TO CONSIDER



#### Planning ahead

- Connect with families to learn about their child to ensure the necessary care, guidance, resources, and emotional assistance each child requires; strengths, needs, languages spoken, medical requirements and food preferences.
- Collaborate with the leadership, team members and other professionals to make the transition as smooth as possible.
- Organize and modify the environment to promote a sense of belonging; labelling cubbies, diaper area, beds, having special seating arrangements if required, creating spaces to have alone time away from the group and modifying the menu to support food preferences.



#### Gradual transition

- Invite family members to accompany the child during the initial visit.
- Considering increasing amount of time in the new environment before the official start date; a few hours in the morning, participating in a transition and staying for lunch.
- Every child is unique, and their transition to childcare may vary.

#### Building a trusting relationship with the family

- Strengthen cultural competence within your program by understanding the unique characteristics and strengths of each family.
- Engage with families as co-learners, and that family and child well-being are connected.
- Find the best way to communicate with them: email, phone call or leaving a confidential note.
- Communicate regularly to share how the child adapts to the new environment, progress or any changes in the routine.

WHEN WE RECOGNIZE AND BUILD ON  
THE STRENGTHS OF FAMILIES AND THE  
LOVE THEY HAVE FOR THEIR CHILDREN,  
EVERYONE BENEFITS.  
(HDLH, PG 18)

KNOWLEDGE, GAINED THROUGH OBSERVING AND DISCUSSING WITH OTHERS, AND THEIR PROFESSIONAL JUDGEMENT TO CREATE CONTEXTS TO SUPPORT CHILDREN'S LEARNING, DEVELOPMENT, HEALTH, AND WELL-BEING.  
(HDLH, PG 19)

A NURTURING ENVIRONMENT CAN HELP THE CHILD ADJUST TO THE NEW ENVIRONMENT EASILY AND THRIVE... IT IS A TEAM EFFORT

### Having familiar, comfort objects and reminders of home

- Encourage the family to include a comfort object belonging to the child from home such as a favourite stuffed animal or a small blanket that may be carried safely while in childcare.
- Allow the child to carry or hold onto them as long as they wish to. When the child feels comfortable putting it away and exploring, they will do so independently.
- Have family pictures in an album or on display.
- Use words from the language spoken at home to communicate.

### Supporting strong connections

- A child may select one adult or a child to be with first before connecting with all. Be flexible and allow the child to be with whom they are comfortable.
- Practice small grouping whenever possible.
- Be a play partner and learn children's interests and skills.
- Allow children to explore freely by limiting guided activities.

### Maintaining a consistent and smooth routine

- Encourage families to maintain a consistent routine for drop off and pick up if possible.
- Be consistent with outdoor time, lunch and nap, especially during the transition period.
- Have staggered transitions in small groups when possible.
- Have items/materials that can support smooth transitions readily available; transition toys, water bottles, medical needs, etc.
- Provide warnings (visual and verbal) of upcoming transitions to help children process and prepare.
- Be clear and consistent with cues and instructions.

### Encouraging different communication methods

- Observe and respond to sign language, body language, gestures or cues and model the use of them.
- Incorporate visuals to support clear understanding and cooperation.
- If there are concerns after some time, communicate to parents and link with support services.

INQUIRY ENGAGES TEACHERS AS LEARNERS IN CRITICAL AND CREATIVE THINKING. IT HONOURS OPENNESS AND FLEXIBILITY.  
(HDLH, PG 20)

BE PATIENT AND REASSURE THE CHILD THAT THEY ARE SAFE AND LOVED!! CELEBRATE THEIR ACHIEVEMENTS AND MILESTONES DURING THE TRANSITION PERIOD!!



## RESOURCE BINS:

### **Kissing Hand #1819**

Description: a heartwarming book to help young kids cope with anxiety and stress when they have to leave their parents behind. The props inside can be used during group story time to make the learning experience more meaningful.

### **Resources to Support Communication #1518**

Description: this resource includes visuals and books that can support communication.

### **Getting to Know You #650**

Description: this resource supports educators with child interactions, supporting belonging and building connections. It includes books on mindfulness such as; Take the Time - Mindfulness for Kids, I Am Peace - A Book of Mindfulness and Little Monkey Calms Down.

## BOOKS:

Countdown to Kindergarten #12091


Coming to Kindergarten #11562

I'll Always Come Back #11594

## OTHER:

[Information and Inspiration Sheet: Transitions and Using Visuals](#)

[Information and Inspiration Sheet: How Does Learning Happen](#)

 [Daily Visual Schedule](#)

[Available for purchase at THRC \\$6.00](#)



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