



Helping my child return to their setting after Coronavirus

What is this document all about?

Some children may be starting to return to their setting following the coronavirus pandemic over the coming weeks or months. We have been through unusual and unsettling times. This booklet anticipates some of the difficulties and anxieties that our children may be feeling as they return to the setting.

Advice for successful transitions reminds us to focus on relationships as well as recognising the growth, development and learning that has occurred while our children have not been in the setting.

We should also remember that transition is not just an experience for the individual child but for everyone around the child.

When your child returns to the setting things will be different and this should be supported as another key transition in their life..

Key focus areas will be to support your child's well-being, confidence, security and nurturing friendships. Happiness is the priority.

This document gives some tips and advice about how you might help your child through this transition and also supports the sharing of information so that we know what is important to you and your child.

"View transition as a process rather than an event; a clear pathway with different options to support a more personalised approach"



What might I need to be ready to return to their setting?



Talk to me about my favourite things at the setting

Praise me when I try to do things independently



Talk to me about staying at the setting on my own

Talk to my setting about what they expect

Tell my key person how to recognise if I'm feeling anxious or worried



Talk to me about my friends at the setting

Play games with me that I played at the setting



Read my favourite stories and then I can share them in the setting



What can my parents/carers do to help me get ready?

Re-establish bed time routines if needed – bath, book, bed

Ask for photographs of my room at the setting to remind me of the setting

Share ideas that will help me to feel happy and confident

Make a boasting book to help me share what I did during lockdown

Make hand washing fun with songs and counting

Talk about my behaviour and the emotions behind them with my key person

Share fun things we've learned together with my key person

Celebrate what I can do

Maintain good eating and drinking patterns



Top tips for parents and carers



Be prepared for returning to the setting

- Talk to your child about happy things that happened in their setting
- Look at the setting website or social media to keep updated
- Share pictures and snap shots of things you do during lockdown
- Respond to the things that the setting send home or share on social media with your child
- Visit the setting with your child when allowed
- Talk to the setting about transition arrangements and social distancing
- Check if there are any virtual tours and face time opportunities if the setting is closed
- Ask for photographs and information from the setting to support conversations and build positive anticipation
- Discuss how additional support will be provided for younger children, those with special educational needs, education, health care plans or looked after children
- Establish routines around bed times and meal times if necessary
- Share your concerns and expectations with the setting
- Explore potential phased return with employers to reduce anxiety around expectations and possible phased return

Returning to the setting

- Talk to the setting about your child's development during lockdown
- Talk to the setting about the things your child has enjoyed the most during lockdown – their interests
- Share stories and games that you have played during lockdown to support continuity during transition
- Be aware of your own emotions so that you don't transmit your anxiety to your child
- Talk to the staff about your child settling in again, if their interests have changed and how they are feeling
- Follow your child's lead during the transition and respond to their emotions as they happen
- Expect the setting to provide a curriculum of learning through play linked to the prime areas
- Be positive but be honest; don't dismiss your child's emotional behaviour, they are showing you how they feel
- Act on any concerns swiftly to minimise impact of adversity and maximise support available
- What is important to you and your child when they begin to return to their setting?

What is important to you and your child when they begin to return to their setting?



Making a 'boasting book'

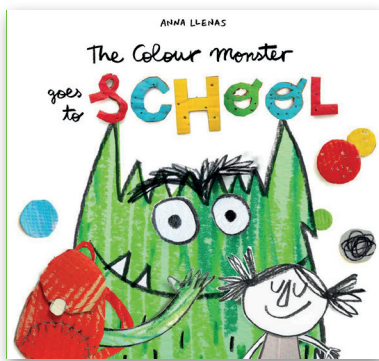
A boasting book can be a book, loose papers, an electronic photo album or photographs stored on a cloud.

The idea is that you will have chosen the photographs with your child. You will already have talked about them together at home. They will also need to be accessible to share in the setting. Make a big deal of sharing them with the setting. Everyone should be excited.

The photographs will help to support the link between home and the setting. Children will have had different experiences at home. Using the photographs practitioners can share the experiences and the emotions associated with them creating a link between home and the setting. The content of the photographs are not as important as the conversation that will take place around them and the information key persons will gain about your child's experience in lockdown.

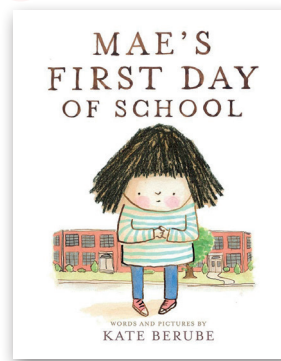


Useful Resources:



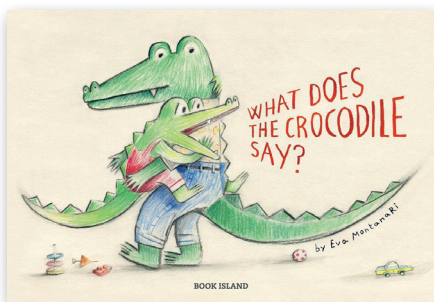
Author: Anna Ilenas

From music lessons, to lunchtime, to making new friends, the Colour Monster's first day of school is filled with exciting new adventures.



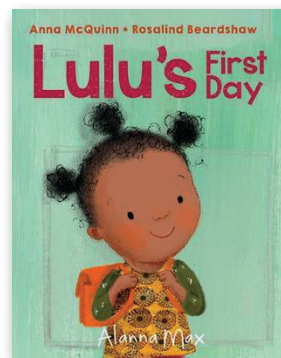
Author: Kate Berube

This picture book acknowledges the anxiety that children might have about starting school, but reassures them that they're not the only one with such worries.



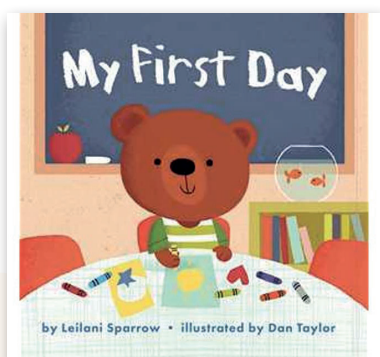
Author: Eva Montanari

The book shows how crocodile manages to express all the anxieties associated with separation and provide a happy reassurance that nursery is actually quite fun..



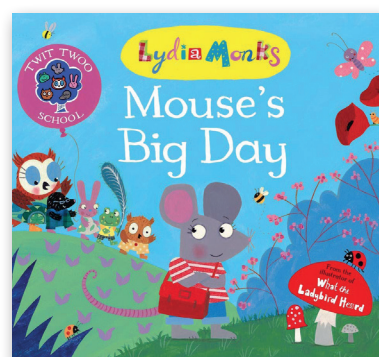
Author: Anna McQuinn

Starting nursery or school is the focus: the neutral use of "pre-school" means that it could apply to children starting school or nursery.



Author: Leilani Sparrow

This very simple text embraces the fun of a first day at school, reassuring little ones that there's plenty of happy times to be had.



Author: Lydia Monks

A gentle and sensitive book exploring fears that might surround starting school or nursery, Mouse's Big Day is a reassuring read for little ones.

Websites with general information and resources for parents:

Book Trust is the UK's largest children's reading charity. Their website has lots of ideas for families. The following link has suggestions for using stories to help children to make sense of their world and support their wellbeing;

www.booktrust.org.uk/news-and-features/features/2019/september/5-ways-reading-together-can-support-childrens-wellbeing/

Tom Hardy reads a bedtime story, Don't Worry Little Crab by Chris Haughton. It's all about a little crab overcoming his worries with a little help and encouragement;

www.bbc.co.uk/iplayer/episode/m000hs1y/cbeebies-bedtime-stories-753-tom-hardy-the-problem-with-problems

www.booktrust.org.uk/books-and-reading/tips-and-advice/bath-book-bed/

Cbeebies have a story time app that can be downloaded for free;

www.bbc.co.uk/cbeebies/watch/watch-presenters-cbeebies-storytime?collection=apps-collection

Music activities with young children support their physical and mental wellbeing by encouraging movement and providing a means of expression. The songs on Cbeebies music time are varied and fun for everyone.

www.bbc.co.uk/programmes/p05532jj

Discover yoga with the Piplings and help your child to relax and sooth any anxieties.

www.bbc.co.uk/cbeebies/shows/waybuloo

Parents' guide on what to expect in the Early Years Foundation Stage and when:

www.foundationyears.org.uk/2015/O3/what-to-expect-when-a-parents-guide/

Characteristics of effective learning – information for parents

<https://famly.co/blog/the-child/sue-allingham-characteristics-effective-learning/>

Talking to children about coronavirus;

www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak

A letter to my key person

The following is a template that you might like to use to help you give your key person information that is important to you.

Dear.....,

I am looking forward to seeing you again and having lots of fun playing, learning and seeing my friends.

These are some of the things I have been learning at home:

These are some of the things I want to do when I come back to you:

Other things my family want to tell you about my time at home:

Love from



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Lancashire Early Years Team

