

## 7.23 Routines & Transition Times Policy

|   |
|---|
| <b>Policy number:</b> 7.23                |
| <b>Date last reviewed:</b> September 2023 |
| <b>Reviewed by:</b> Child Care Team       |

|   |   |
|---|---|
| This policy relates to                                      |   |
| National Quality Standards Early Childhood Education & Care | 1.1.2 Child Centred<br>2.1 Health<br>2.1.1 Wellbeing and Comfort<br>3.2 Use<br>6.2 Collaborative Partnership<br>6.2.1 Transitions |

### Purpose

Routines and transition times are vital parts of the child’s day and can be used as important learning opportunities. A regular routine will help children to settle, predict what is happening next, feel comfortable in the environment, and give children a sense of control.

### Policy

Gathering information from families at enrolment and as an ongoing practice will best meet the child’s changing needs. Regular communication with families and sharing information about the home routine is extremely valuable.

Educators are required to display a current Daily Routine in their service. This routine is a general guide and should be flexible to the needs of children in care, it should ensure that the needs of all children can be met throughout the day. The routine should include regular opportunities for children to engage in social play and collaborative experiences.

Flexibility is important in meeting individual children’s needs. Opportunities for children to return to ongoing projects or play settings is a respectful practice that values what children have been doing.

Routine times should be positive experiences for both child and educator, and can be used as intentional teaching opportunities.

Music, singing rhyme, sorting, matching, mathematics are all areas for development that can be implemented easily during routine and transition times. Social and emotional development occurs with different aged children supporting, leading and encouraging each other during these times.

Routines need to be flexible to accommodate the needs of all children. Different ages, developmental stages, needs, temperaments and personalities are all factors which may influence changes to routine. Meal times should occur when children are hungry, not necessarily when the educator says it is meal time. Educators may wish to introduce *progressive meal times*, which allow children autonomy over when they eat.

Not all children need or want to sleep during the day, and arrangements need to be in place to accommodate this. While all children need to be provided with 'rest time', this may be quiet activities such as drawing or reading books. Regardless of whether a child has a sleep, a comfortable quiet place needs to be provided. Educators should ensure they have adequate bedding for each child.

School children should be involved in planning and establishing routines to meet their differing needs. Discussing timeframes and giving alerts to school children assists in their ability to adjust to change and the transitions occurring.

#### **Relevant Legislation**

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

#### **Key Resources**

Australian Government Department of Education and Training: *Child Care Service Handbook*  
<https://www.education.gov.au/child-care-service-handbook>