

Guide to Kindergarten Transition (Settling-In Period)

We base our settling-in process on the Berlin Transition Model. We are aware that every child is unique and comes with individual needs, habits, relationships, and emotions. At the beginning of the kindergarten year, we make an initial allocation of key persons, yet remain flexible and attentive to the child's well-being, reactions, and expressions. At the center of the process is always the child – ultimately, it decides with which educator it wishes to build a trusting relationship.

The transition phase is about finding a balance between exploring a new environment and taking the first steps towards separation. Since the duration of this process cannot be predetermined, the transition plan is created in close cooperation with the educators and parents, and individually adapted to each child's needs. Typically, an optimal transition period lasts between two and three weeks.

We want your child to feel comfortable with us!

It is important to us to support each child in the best possible way during their transition. To ensure that every child receives sufficient time and attention, while also continuing to support the existing kindergarten group, transitions are carried out in a staggered manner. We will take your preferred starting date into consideration, but we kindly ask for your understanding that, due to this staggered system, not every requested date can always be accommodated.

Initial Phase

During the initial phase, your child stays at the kindergarten for one to two hours. Your presence during this time is essential, as it provides your child with the sense of security needed to adapt to the new environment.

- **No separation:** Please remain with your child and do not leave the room without them.
- **In sight:** Your presence creates a safe base that enables your child to explore the new surroundings and begin forming relationships with the educators and other children.
- **Child-led:** Do not push your child to separate from you. Instead, encourage them to explore the room together with the educators.
- **Passive role:** Please take a passive role while in the group room. Active involvement on your part may prevent your child from building bonds with the educators and can slow down the transition process.

Separation Phases

The first separation attempts are tailored to your child and planned in close cooperation between the key person and the parents. Your child's reaction to the first separation serves as a guide to determine whether shorter or longer parental presence will be required.

Always say goodbye to your child before leaving the room. If your child feels safe enough with the key person, the duration of the separation will be gradually extended in the following days. If your child cannot be comforted during separation, you will be asked to return to the group room immediately. Therefore, please remain nearby during the first separation attempts.

Short farewell rituals provide clarity. Even if it is difficult, keep goodbyes brief to avoid unnecessary stress for your child. Please return at the agreed pickup time. Even if your child would like to stay longer, it is important to signal that it is time to go home. Over time, your child will learn and understand this routine.

Final Phase

Once separation attempts are successful, your child is able to calm down, appears well-adjusted, and feels comfortable in the group, the transition enters its final phase.

At this stage, your presence at the kindergarten is no longer required, but you must remain available by phone at all times. The transition is considered complete when your child accepts the educator as a "secure base" and feels comfortable and settled within the group.

Parental Involvement

Parents play an important role throughout the transition. You can rely on honest and open feedback from your child's key person regarding how your child is coping with separation. Regular exchange between parents, educators, and the kindergarten is essential. Please allow time for daily check-ins with staff during the transition period, and share any concerns directly with us.

It is also helpful if you inform the educators about special circumstances, such as a difficult night, illness, or changes in routine, so that we can best respond to your child's needs.



We are delighted to
accompany your child, together
with you, through this exciting
step!