



CASE STUDY

Transforming Early Years Transitions

OVERVIEW

Play2Learn, an early years setting based on a school site, previously relied on a complex mix of paper forms, emails, and postal submissions to share transition information with local primary schools. The process was time-consuming and occasionally unreliable, with documents sometimes going missing once they left the setting. Since adopting StepIntoSchool, Play2Learn has transformed the way it manages transition data, improving efficiency, accuracy, and collaboration with receiving schools.

EASE OF USE AND MANAGEABILITY

Wajeeda Tariq, Play2Learn's manager, StepIntoSchool's greatest strength is its ease of use and manageability. Staff no longer need to juggle multiple communication channels, face-to-face meetings, email attachments, or hard-copy packs. Instead, everything is centralised in one platform, saving considerable time and reducing administrative overlap.

EFFICIENCY ACROSS MULTIPLE SCHOOLS

A second major advantage is efficiency across multiple schools. Children from Play2Learn move on to a range of primary schools across different boroughs; having one consistent platform removes the need to adapt processes for each destination.

FLEXIBILITY

Finally, the system's flexibility stands out. If a family changes address or a child moves to a different school, staff no longer need to resend entire documentation packs. A simple update in the platform ensures that all relevant information is redirected instantly, something the team finds highly convenient.

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– Wajeeda Tariq, Manager, Play2Learn

SUPPORTING DISCUSSIONS WITH RECEPTION TEACHERS

Previously, Play2Learn scheduled individual meetings with each school, bringing paper files or sending documents separately. StepIntoSchool has streamlined this process by enabling all necessary information to be uploaded in one place, reducing the likelihood of lost documents and ensuring schools can access what they need immediately.

With one consistent format and the ability to update information quickly, discussions with Reception teachers are now more focused and productive. Schools can review data in advance and arrive at conversations prepared with specific questions, resulting in stronger, more informed transition planning.

WHO COMPLETES THE FORM

Within Play2Learn, information gathering is a collaborative effort between the manager and each child's key person. Because ICT confidence varies across the team, many staff members are long-serving practitioners who are less familiar with digital platforms, the manager leads the process directly. Key persons sit alongside her to check data, provide insights, and ensure the information reflects their professional knowledge of the child. This approach maintains accuracy while building staff confidence in using the system.

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