



Safeguarding and Welfare Requirement: Key Person

The role of the key person and settling-in

Policy statement

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. We are committed to the key person approach which benefits the child, the parents, the staff and the setting. It encourages secure relationships which support children to thrive, give parents confidence and make the setting a happy place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners within our setting. We aim to make our setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

Procedures

- We allocate a key person from when the child starts.
- The key person is responsible for settling the child into our setting.
- The key person will offer unconditional regard for the child and be non-judgemental.
- The key person will liaise with parents to plan and deliver a personalised plan for the child's well-being, care and learning.
- They will act as the key contact for the parents.
- The key person will be responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home..
- They will be responsible for having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.



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- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other adults and children.
- We operate a key buddy system, so that in the event of the key person being absent the child and parent have another contact.

Settling-in

- Before a child starts to attend our setting, we use a variety of ways to provide his/her parents with information. These include website, written information (including our policies and procedures), information about activities available within the setting, and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- Parents/carers are asked to fully complete and sign all registration records before the first visit so that we have all necessary information available to us and are able to discuss any individual concerns or queries at the first visit.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative, will stay for some of the session during the first week, gradually taking time away from their child; until they are confident that their child has settled and no longer needs them to stay.
- Children who have had a long period of absence may also need their parent to be on hand to re-settle them.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.



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The progress check at age two

- The key person and Manager / Deputy will carry out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance *A Know How Guide: The EYFS progress check at age two*.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, it will be noted which areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by us to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

This policy was adopted by

Ready Steady Grow Pre-School

On

01/11/19

Date to be reviewed

01/11/20

Signed on behalf of the provider

Name of signatory

Sally Fiander & Karen Lockley

Role of signatory (e.g. chair, director or owner)

Manager & Deputy Manager

Further information

- Statutory Framework for the Early Years Foundation Stage: With non-statutory supporting documentation (Pre-school Learning Alliance 2017)
- Being a Key Person in an Early Years Setting (Pre-school Learning Alliance 2015)
- Creating a Learning Environment in the Home (Pre-school Learning Alliance 2015)