



General Welfare Requirement: Organisation

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

Childcare Practice

Key Person

Policy statement

We believe that children settle best when they have a key person to relate to, who knows them and their families well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated 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 staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

We aim to make the 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 (2014). Each child in our setting is assigned a key person. Via home contact books, parents/carers are advised of the name (accompanied by a photo) of their child's Key person.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
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For further information click here:

<https://www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Procedures

- We allocate a key person before the child starts.
- The key person is responsible for:
 - Providing an induction for the family and for settling the child into our setting.
 - Completing relevant forms with parents, including consent forms.

- Explaining our policies and procedures to parents with particular focus on policies such as safeguarding and our responsibilities under the Prevent Duty.
- Offering unconditional regard for the child and being non-judgemental.
- Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
- Acting as the key contact for the parents.
- A key person is responsible for constantly observing and assessing their Key Children and updating their developmental Online Learning Journals. Parents have free access to these and receive an e-mail when they have been updated. Parents contribute to them and so can other carers/settings with Parental consent.
- 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. This includes helping parents engage with specialist support if appropriate.
- Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.
- 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.
- The Team Leader will allocate a buddy key person so the child and the parents have a key contact in the absence of the child's key person.

Settling-in

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include tours of the setting and written information either in print form or on our website.
- Before a child starts with us we provide opportunities for the child and his/her parents to visit the setting.
- We allocate a key person to each child and his/her family before she/he starts to attend; 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.
- 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 do not have a set number of sessions in which we expect a child to be settled into the setting, and work with each parent and child individually to ensure that both are relaxed and happy.
- We document a summary of their first five sessions, so that the parents/carers know how their child has been. We also use this as the basis for their baseline assessment.
- We have an expectation that the parent, carer or close relative, will stay for most of the session on the first day gradually taking time away from their child, for example for having a drink in the kitchen whilst their child spends time with their key person.

- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to be available to stay with their child to help them settle in with their key person until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- 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 or when English is an additional language.
- If a child is struggling to settle we will discuss the best way forward with the parent. This could be attending for shorter sessions, building up when a child is more confident or asking the parent to stay with their child helping them to settle into their new environment.

The integrated progress review at age two

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the current guidance. Samantha Crittall is the staff member responsible for overseeing the IPRs within the setting.
- 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, the key person will note 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 reviewed by	Liz Burnett – Pre-school Manager
Adopted by	Rotherfield Pre-School Directors and Staff
Date	October 2018
Review Date	October 2019