

4.1

Maidenbower Pre-School Playgroup.

Safeguarding and Welfare Requirement: Key Person

Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents

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 with 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 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 if help needed.
 - 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.
 - 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.

- 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.
- Encouraging positive relationships between children in her/his key group, spending time with them 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. Once a child is familiar with the key person and setting, other key workers will work with the child to support their learning and development too.

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 written information including our welcome pack, notice boards and website.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting. (This may not happen due to circumstances beyond our control and following Government guidelines)
- 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.
- We hold an open morning for parents and children to attend and support parents with their child's registration forms.
- 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. Sometimes we may ask you to pick your child up earlier so that they go home happy. If we use this strategy please be aware **NO** refund will be given for the shorter hours.
- We have an expectation that the parent, carer or close relative, will be available for contacting should we need to whilst the child settles in and is able to cope.
- Younger children may 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 or another member of staff; for example, the child looks for the key person or other member of staff 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 some children are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them if we deem this the best course of action.
- 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.

- Within the first four weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement. This is known as a Learning Journal and is on line via an app called Tapestry. You will be sent a secure link to activate your account and we ask that you complete the All About Me section for your child.

The progress check at age two

- The key person will normally 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, 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 adopted by _____ *(name of provider)*
On _____ *(date)*
Date to be reviewed _____ *(date)*
Signed on behalf of the provider _____
Name of signatory _____
Role of signatory (e.g., chair, director or owner) _____