

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

Come and Play Preschool



Registered Charity No. 1022409

4.1 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, 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 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. Each child must have a key person.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

Procedures

- We allocate a key person to each child.
- The key person is responsible for settling the child into our setting.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- Parents can speak to any member of staff if their key person is unavailable. Information will be passed on.

- The key person is 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.
- The key person is responsible for completing the Progress Check each term for all their key children and sharing the information with the child's parents and other carers. This will note areas where the child is progressing well and identify if there are any significant emerging concerns or an identified special educational need or disability. A targeted plan to support the child's future learning and development involving other professionals as appropriate will be developed.
- In the event of long-term staff absence a child would be assigned a temporary key person so the child and the parents have a key contact.
- 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 staff and children.
- The preschool leader is responsible for completing relevant registration forms with parents including consent forms and for explain policies and procedures to parents

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 written information (including our prospectus and policies), website, displays about activities available within the setting, information days (Saturday Open Morning) and individual induction meetings with parents. They are also invited to attend a "Stay and Play" session. Parents are provided with a Welcome Pack.
- During the half-term before a child is enrolled, 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; the key person welcomes and looks after the child and his/her parents during the settling-in process.
- We use an introductory visit to explain and complete with his/her parents the child's registration records.
- 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.
- If necessary, we have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.
- 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. If necessary, 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.
- 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.
- We discuss and work with the child's parents to create their child's record of achievement.

This policy was adopted on
Date to be reviewed
Signed by committee chairperson

12/2/2020
Spring 2023

Signed by preschool leader