

**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



## **4.1 The role of the key person and settling-in**

### **Policy statement**

At Sandy Bears Nursery 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. 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, our 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 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.
  - Explaining our policies and procedures to parents with particular focus on policies such as
  - Handing out a write up blog about the key worker to the child's key parent.
  - 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 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.

### *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 about the room their child will be attending, making parents aware our prospectus and policies are available to take a copy on request or read on our website or in setting, displays about activities available within the setting, home diaries, learning journals, information days and evenings, parents meetings and events.
- Before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- We provide the parent with an information sheet about their child's new keyworker including a picture of the keyworker and a blog including some personal attributes to start the partnership between the keyworker, child and family.
- A child is allocated a key person before they start to enable them to baseline the child by talking to the parent/ guardian, transition forms and any additional information from other professionals. If after the settling in period we notice the child naturally forms a stronger bond with a different member of staff, then management will look at changing the keyworker.
- 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 may offer a home visit by the person who will be the child's key person to ensure all relevant information about the child can be made known.
- We use taster sessions and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records. This includes a transition sheet in which the parent will help complete, this will explain the child's routine, likes and dislikes and any other information that the parent needs to inform Sandy Bears of, including any long term medication or ongoing illnesses or allergies.
- 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 most of the session during the first, gradually taking time away from their child; increasing this time as and when the child 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; 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 stay for at least the first tasters, 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.
- 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.

*The progress check 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 guidance *A Know How Guide: The EYFS progress check at age two*.
- The keyworker must converse with the parents to find out the date of the child's two year check and make sure they provide the paperwork in time for the parent to bring with them.
- The date of the child's two year check must be documented on the two year check sheet allocated in the office to make sure keyworkers have provided information to the parent.
- 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 keyworker must talk through the two year check with the parent if any concerns of the child's development have occurred, however this should be done in advance to follow the child's next steps and tracker.
- 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

Sandy Bears Nursery + Pre  
school

On

November 2018

Date to be reviewed

November 2019

Signed on behalf of the provider

L.L.Yates

Name of signatory

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Laura Yates

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

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Owner

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**Other useful Pre-school Learning Alliance publications**

- Play is What I Do (2010)
- Statutory Framework for the Early Years Foundation Stage: With non-statutory supporting documentation (2014)