



Key Person Policy

At the URC Pre-School we aim to offer the children in attendance a very high standard of care. One of the ways in which we hope to achieve this is to have a high ratio of adults to children. We believe that children settle best when they have a key person in place. A Key person will get to know the child and their parents and build a good, strong relationship with them. Research shows that a key person's 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 the children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with all the staff. We also want parents to have confidence in both their children's well-being and their role as active partners within the setting. We aim to make the URC a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of all the children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.

What is a key person?

- A key person is the named carer for a small group of children as identified by a colour group for example Green Group
- The key person encourages positive relationships between the children in her/his key group, spending time with them as a group each day.
- There maybe one or two key workers per group/child depending on the days when staff work and the days which a child attends the setting.
- The name of the key person and the children in each colour group are displayed on the notice board each term.

What is the role of the key person?

- They are your main point of contact within the pre-school.
- To reassure the child and carer whilst settling in, so they feel happy and safe.
- To help the child/ren to adjust to the new surroundings, people and the routines.

- To build a relationship with each child in their group giving continuity of care.
- To have ongoing communication with the parents/carers.
- To encourage the children in play, learning, friendships, conversation etc.
- To provide practical care such as toilet hygiene, change of clothes etc.
- To provide and plan for small group activities when required.
- To keep other staff informed of the child's development.
- To be responsible for the children's care, development and learning.
- Keeping a careful record of the child's progress, sharing this with the parents and giving ideas about helping their child at home.
- The key person offers unconditional regard for the child and is non-judgemental.
- 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. They will co-ordinate the sharing of appropriate information about the child's development with those carers.

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 a Welcome pack & a My World for the child).
- 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 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.
- The Key person will do a home visit to see the child in their familiar surroundings and whilst they are there, they will gather any relevant information about the child.
- When a child starts to attend the pre-school, we explain the procedure of settling-in with his/her parents and jointly decide on the best way to help the child to do this.

Younger children may take a little 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 parents 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 the activities.
- When the parents leave, we ask them to say goodbye to their child and explain that they will be coming back and when.
- 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. Therefore, should the child continue to be distressed the manager will call the parent/carer and ask them to return earlier.
- 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. 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 supporting guidance from the EYFS 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 the setting 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.
- However, the key person is not exclusively responsible for any one child/group of children and as such all staff have a role in caring for each child in the pre-school. In addition, parents/carers must feel free to contact other staff members, especially the pre-school manager, with any concerns or encouragements that refer to their child.

EYFS key themes and commitment

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive Practice 1.3 Keeping safe	2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.3 The learning environment	4.4 Areas of learning and development (PSE)

Last Reviewed: September 24