

SECTION Role of the Key Person and Settling in

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, 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. Each setting must assign a key person for each child.

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

In order to accomplish this we:

The role of the key person

The key person is a named practitioner who has responsibilities for a small group of children, they are there to help the child feel safe and secure. The role is important for both child and parent and it is an approach set out in the EYFS. The key person will respond to children's needs and help them settle into a new environment. Communication is paramount between parent and key person as these discussions hold key information about the child. A Key person will be a point of contact for parents.

- We allocate a key person before the child starts – please note that key person may change. This can happen when child, for example, creates stronger relationship with another adults. When transitioning to another room/group child will always have a new key person - all staff work together with all children so it will be the person who is familiar to a child.
- Springwood has a buddy system – we provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person.
- The manager, deputy manager and key person is responsible for the induction of the family and 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 an individual development 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 or other yearly years settings, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- 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 encourages 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 staff and children.

Settling-in

- Encourage parents to visit the pre-school with their children for pre-admission visits.
- We strongly advise that child and his/her parents will take part in stay and play session's prior official starting date. There is a minimum of two (2) Stay and play session family must attend with their child.
- If required, we will arrange for a home visit between parent/leader and key person to allow the child the opportunity to meet with the pre-school adults.
- Leaders and 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 have All about me-online questionnaire (Tapestry, paper form) to be completed at pre-start and/or first visit so the child's key person can ensure all relevant information about the child is known.
- 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 week (more if needed), gradually taking time away from their child, increasing this as and when the child is able to cope.
- Where appropriate, we will ask parents/carers to separate from their children for brief periods at first. Children cannot play or learn successfully if they are anxious or unhappy.
- 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 will 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 week, or possibly longer, until their child can stay happily without them.
- We do not believe that leaving a child to cry for long time 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 or/and occasionally, we may contact the child's parents and ask to collect the child if the child having difficulties to settle. This can be the case with any age children.
- Within the first weeks of starting we discuss and work with the child's parents to begin to create their child's individual development plan.
- Efforts will be made to use an interpreter whenever possible. At Springwood we have access to interpreters by arrangement.

What practitioners/key person will do:

- Key person will read the Child's registration form and check if all is completed.
- Manager or Deputy will share information about the child with key person from initial visit to the setting.
- Key person will meet with child and parent on play and stay
- Complete key person part of the form and all about me form Tapestry or paper form.
- Key person will ask Manager or Deputy to add the child to Tapestry – the key person will do it if know how to.
- Key person will take photo of child for Tapestry profile and cost peg/draw inform manager /deputy that photo is taken so they can be printed and laminated and put in place ready for child's first day.
- During play and stays, build a relationship with the child and parent
- Child starts officially - baseline completed on Tapestry within first two weeks
- Observation taken of first day on first day with photos

- Next step taken from baseline following child development needs and interest from start form/all about me – a photo of next steps must be shared on Tapestry so parents know what we are working on and how they can support their child at home.

Summative assessments

At the end of the term please go into the reports section on tapestry and complete a summative assessment. Once completed please update your trackers, threshold chart and the national strategies.

School leavers

When a child is leaving us for school a Report will be written with a little evaluation in each area. This can be done in the reports section on tapestry. The teachers really use these to get an understanding of where the children are. In the summer term please have these ready to hand to parents at parents meetings so they can give them to their child's new teacher.

Parents Meetings

Parents meeting will be held at the end of each term.

The progress check at age two

- The key person carries out the progress check between age of two and three in accordance with any local procedures that are in place.
- The progress check aims to review (written summary) the child's development and ensures that parents have a clear picture of their child's development.
- We will ask parents/carers to bring in the ASQ3 forms from their Health Visitor so we can see other's Professional check on child's development and may ask to keep the copy for our record.
- 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.