



# Key person policy

Written in accordance with the Statutory Framework for the Early Years Foundation Stage (2025): Learning and development requirements

## **A quality workforce focused on learning and development and health and safety**

**1.19** All children deserve high quality early education and care. This requires a quality workforce. A well-trained, skilled team of practitioners can help every child achieve the best possible educational outcomes. Children need to build an attachment with their key person for their confidence and well-being. The key person also promotes children's learning by developing a deep understanding of their individual needs and children can particularly benefit from their modelling and support. The requirements in relation to workforce training and responsibilities, including that of the key person, are outlined in Section 3 but they are equally important for children's learning and development as they are for their safety and welfare.

## **Key person**

**3.41** 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 and/or carers. They should also help families engage with more specialist support if appropriate.

## What is a Key Person?

At Little Squirrels every child has a key person, a key person is a member of the team who works closely with each individual child to support their development, and be the key point of contact for that child's parents or carers. A key person will be allocated once a child has settled in for at least 2 weeks, this is to establish who the child feels a connection and bond with.

A child's relationship with their key worker is a very important part of their learning and development. A key person has responsibilities for working with a small number of children and helps build and develop positive relationships with children and between parents, carers and staff. While supporting each child's learning and development; tailoring their teaching to support the individual needs of each child, while following Little Squirrels' learning approach.

Each classroom consists of two to three practitioners, the benefits of this is so that all staff can build a relationship with all children **not** just their own key children, as it is unlikely that the key person will always be available every time a child is brought to or collected from the nursery. If a key person is away, ill, or on annual leave their key children will still have a relationship built with another practitioner they are cared for by in their room to ensure their emotional well-being is supported.

## The role of the Key person:

- ♥ The key person will build a secure attachment with their key children at nursery.
- ♥ They help children settle in and become familiar with the setting.
- ♥ The key person meets the needs of their key children responding sensitively to their feelings, ideas and behaviour.
- ♥ The key person helps the child to feel understood, cared for and safe. They will provide a 'secure base' for the children by being there to support them and allow them to explore at their own pace.
- ♥ Key people are responsible for the observation and assessment of each of their key children.
- ♥ They will develop their key children's learning and development through their current interests and fascinations by following 'in the moment planning' approach; observing children's interests and individual needs.

- ♥ Develop a relationship with the child's family to ensure excellent communication and feedback is given about their child and their development. This includes daily feedback about the child's day, what they have interacted with and learnt during the day and key information such as sleep routines and toileting.
- ♥ Ensure children's physical needs are met sensitively and inline with Little Squirrels 'intimate hygiene and toileting policy.
- ♥ Communicate with other practitioners about the needs of their key children if they are going to be absent or on annual leave, to ensure the child receives the same quality care and routine in their absence.
- ♥ Provide Information for other practitioners to read and refer to in the classroom about their key children in their absence. Ensuring all relevant information is included, such as; sleep routines, feeding schedule, comforters. Again, to ensure the care is the same standard in the absence of the key person.
- ♥ Where necessary, the key person will communicate with the nursery SENCO to support a child with significant delays or concerns about their development, ensuring parent is kept on board.
- ♥ Appreciates and respects the cultures, identities and diverse backgrounds of the children and families that they work with.
- ♥ Is not judgemental and has the skills to communicate with other agencies and settings involved with the child and their family.
- ♥ Works collaboratively with other practitioners, to ensure consistency for the child, and supports transition as an ongoing process, not just an event.
- ♥ Arrange appointments with parents for parent's evenings and other necessary meetings required.
- ♥ Share the child's 'learning journey' with parents at parents evening and value their written and verbal contributions and suggestions.
- ♥ Send out 'Parent learning journey sheets' once a term for parents to share anything new that has been going on at home & give parents an opportunity to ask any questions about their child's development.

- ♥ For members of staff working in the toddler room, a 2 year old check must be completed by the child's key person, ensuring all basis are covered stated in the statutory framework. This must then be shared with parents at a meeting and shared with the child's health visitor with parental consent.

### Record Keeping

- ♥ The key person is responsible for observational records of their key children, using these to inform next steps, tracking progress development, individual in the moment planning, IEP's and completing development learning journeys for each of their key children.
- ♥ If a child has additional needs and requires extra documentation to track and plan for their needs and development, it is the key persons responsibility to do this.
- ♥ Observations must be recorded and up to date where necessary.
- ♥ Tracking documents will be kept for children that require them and kept up to date by key people.
- ♥ The SENCO will work closely with colleagues to support any children with additional needs or delays.
- ♥ Transitions to other settings and schools are done by key people, as they know their children best and can ensure a detailed report is made.
- ♥ Key people will keep a chronological log for each child to monitor patterns of absence, behaviour, injury and development.

### Transition

- ♥ The key person plays an integral role in the transition, aiding this by introducing the children and their parents/carers to their new key person and helping them to become familiar with their new environment.
- ♥ When a child is ready to move into their next age group, the current key person will lead the settling in process.
- ♥ The Key person will organise dates and times for their key child to spend some time in their new room.
- ♥ They will ensure information is shared with the practitioners in the new room about the child's development and other key information stated on our transition sheets about each child.
- ♥ It is the responsibility of the key person to pass on records during transition and to ensure that these records are all up to date, for example, referral reports such as speech and language.
- ♥ The key person will support the child with their transition and ensure it is done slowly and seamlessly.
- ♥ In the case of a practitioner's absence, it is the responsibility of a secondary key person to cover the role of the primary key person.