



The Butterfly Rooms (Incorporating Woodlands) LTD

Tank Hill Road | Purfleet | Essex | RM19 1TA

Registered Charity Number: 1148068 | Ofsted Number: 453859 | Company Number: 7984150 | *Limited by Guarantee*

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The Role of the Key Person and Settling-In Policy

Policy Statement

At our setting, we recognise that secure, positive relationships are fundamental to children's emotional well-being, learning, and development. We believe children thrive when they have a dedicated key person who provides consistency, security, and individualised support. Through nurturing relationships and responsive care, children develop confidence, resilience, independence, and a sense of belonging.

In accordance with the Early Years Foundation Stage (EYFS) Statutory Framework, every child will be assigned a key person. The key person's role is to help ensure that each child's care is tailored to meet their individual needs, help them become familiar with the setting, offer a settled relationship, build partnerships with parents and carers, and support families in accessing additional services where appropriate.

We are committed to creating a welcoming, inclusive and child-centred environment where children feel safe, respected, and valued. We work in partnership with parents, carers and other professionals to support each child's learning, development, welfare and safeguarding.

Procedures

Key Person Allocation

- Every child will be assigned a named key person before or at the point of admission.
- Parents and carers will be informed of their child's key person and introduced to them wherever possible before the child starts.
- Each child will also have a designated buddy key person to ensure continuity of care during staff absence.
- Key person assignments will be reviewed regularly to ensure children's individual needs continue to be met effectively.

Role and Responsibilities of the Key Person

The key person will:

Building Positive Relationships

- Build a secure, warm and trusting relationship with the child and their family.
- Support children to develop confidence and a sense of belonging within the setting.
- Promote children's emotional security and well-being through consistent and responsive interactions.
- Act as the primary point of contact for parents and carers.

Supporting Learning and Development

- Observe, assess and plan for the child's learning and development in line with the EYFS.
- Identify children's interests, strengths and next steps.
- Maintain accurate, confidential and up-to-date records of learning and development.
- Monitor children's progress and seek appropriate support where concerns are identified.

Working in Partnership with Parents

- Share information regularly regarding children's development, achievements and well-being.
- Encourage parents to contribute to assessments and planning.
- Support effective two-way communication between home and the setting.
- Respect and value parents' knowledge of their child.

Working with Other Professionals

- Liaise with health visitors, SEND professionals, schools and other agencies where appropriate.
- Support referrals and information sharing, ensuring confidentiality and GDPR requirements are upheld.
- Assist families in accessing specialist support services where required.

Safeguarding and Welfare

- Always promote and protect children's welfare.
- Ensure parents understand key safeguarding procedures, including child protection, Prevent Duty, attendance expectations, health and safety, safer sleep guidance and reporting concerns.
- Follow the setting's safeguarding and child protection procedures if concerns arise regarding a child's welfare.

Settling-In Procedures

We recognise that all children settle differently, and the process will be personalised according to individual needs, family circumstances, age and stage of development.

Before the Child Starts

We will:

- Provide families with a welcome pack containing key policies, procedures and information about the setting.
- Offer opportunities to visit the setting and meet staff.
- Gather information about the child's routines, interests, medical needs, dietary requirements, cultural needs and developmental stage.
- Discuss any SEND, health or safeguarding considerations before admission.

Transition into the Setting

- Settling-in sessions will be flexible and adapted to meet the needs of each child.
- Parents and carers will be encouraged to remain with their child initially where appropriate.
- Separation from parents will be planned gradually and in partnership with families.
- Children will be supported through familiar routines, comfort items, visual timetables and sensitive attachment-based practice.
- Staff will respond promptly to children's emotional needs and provide reassurance and comfort.
- No child will be left unsupported when distressed.

Monitoring the Settling Process

The key person will:

- Observe the child's emotional well-being, confidence and engagement.
- Communicate regularly with parents during the settling period.
- Record relevant observations and actions taken.
- Conduct a settling-in review with parents within the first four to six weeks.
- Implement additional support strategies where required.

Progress Check at Age Two

In line with EYFS requirements, children aged between 24 and 36 months will receive a Progress Check at Age Two.

The key person will:

- Review the child's progress through ongoing observations and assessment.

- Assess development in the prime areas:
 - Communication and Language
 - Physical Development
 - Personal, Social and Emotional Development
- Identify strengths and any areas where progress is less than expected.
- Share a written summary with parents and carers.
- Work collaboratively with families and relevant professionals where additional support may be beneficial.
- Agree next steps to support the child's ongoing development at home and within the setting.

Equality, Inclusion and SEND

We are committed to promoting equality, diversity and inclusion and ensuring every child has access to a positive and supportive settling-in experience.

Individual arrangements will be implemented to support children with:

- Special Educational Needs and Disabilities (SEND)
- English as an Additional Language (EAL)
- Medical or health needs
- Social, emotional or mental health needs
- Looked After Child status or other vulnerabilities

Reasonable adjustments will be made to ensure every child can fully access the setting and curriculum.

Monitoring and Review

This policy will be reviewed annually or sooner in response to:

- Changes in legislation.
- Updates to the EYFS Statutory Framework.
- Changes to Ofsted requirements.
- Safeguarding updates.
- Recommendations arising from quality assurance and self-evaluation processes.

This policy was adopted by

The Butterfly Rooms Ltd

On

24TH July 2026

Date to be reviewed

24th July 2027

Signed on behalf of the Management
committee

Name of signatory

Miss Aimee Thompson