

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



The role of the key person and settling-in

Policy statement

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

- The Manager, Deputy Manager or senior member of staff (Room Leader) is responsible for the initial induction of a family and the settling in of their child. This involves a discussion with parents about

the child's preferences and individual needs, ensuring that the Registration form has been fully completed and signed by the parents.

- We allocate a key person once a child starts. Whoever was responsible for the initial induction will liaise with the key person about the initial induction and what is written down in the Registration form.
- The key person is responsible for:
 - 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.
 - All staff are responsible for offering unconditional regard for the child and being non-judgemental.

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 (including our prospectus and registration form), policies can be viewed, displays about activities available within the setting, individual meetings with parents (as required).
- The Manager, Deputy or senior member of staff will be responsible for the child and his/her parents at the child's first session and during the settling-in process.
- The Manager, Deputy or senior member of staff will go through the child's registration form with the parents at the first settling in session, completing a separate settling in form appropriate for the child's age range
- We ask parents to complete the registration form before the child's first settling in session, and we make parents aware that they can not leave their child with us without a completed registration form.
- For children under 18 months, we ask that a weaning list is completed to ensure that we are aware of any foods that their child can not yet have.

- For children over 18 months, we ask that we are made aware of any foods that their child can not yet have, or any food preferences that need observing. This should be noted in the Registration Form and the Settling in Form.
- Before a child starts to attend, we explain the process of settling-in. We usually suggest 2 weeks of settling in sessions of up to 2 and half hours each. These can be shorter if the child is not settling in easily.
- We encourage parents to book their children in for settling-in sessions, starting off with leaving the child for a short amount of time, and gradually building up to being left for a full session. This process should start roughly 2 weeks before the child starts with us. We do recognise however that some children may need longer to settle in and the settling-in process will be adapted to suit each individual child.
- Younger children will 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 for a long period of time
- 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 will complete a first focus week to begin to create their child's learning journey on Tapestry.

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 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 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:		Cotswold Bunnies Nurseries Ltd	
On:	10.10.2024	Date to be reviewed:	10.10.2025
Signed on behalf of the Provider:			
Name of Signatory:	Pippa Collins		
Role of Signatory (e.g, Chair, Director or Manager)	Manager		