

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



Busy Bee Preschool Millbrook

EY555386

2.6 The role of the key person and settling-in

Policy statement

At Busy Bee preschool Millbrook 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. We are committed to the key person approach which benefits the child, the parents, the staff and the setting. It encourages secure relationships which support children to thrive, gives parents confidence and makes the setting a happy 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, every child **must** have a key person. The procedures below set out a model for developing a key person approach that promotes effective and positive relationships for children.

Procedures

- We allocate a key person before the child starts.
- The key person is responsible for:
 - Providing an induction for the family and for settling the child into our setting.
 - Completing some relevant forms with parents, including consent forms (enrolment forms are completed with senior staff Lisa or Lisa).
 - Offering unconditional regard for the child and being non-judgemental.
 - 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 and if need be referring them to the manager or deputy manager.
 - 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 promoting social skills.
- 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.

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 policies), displays about activities available within the setting, information days and evenings and individual meetings with parents.
- During the half-term before a child is enrolled, we will offer opportunities for the child and his/her parents to visit the setting.
- 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.
- We use the taster sessions and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records and "All about me" documents to gain more knowledge of the child highlighting any needs the child has or parental concerns.
- 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.
- For the first two weeks 2 year old children the settling in period is a 2 hour session and will be reviewed each session, sometimes 2 weeks is not necessary and other times this can need to be extended we will at all times follow the child's needs and discuss with parents/carers.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child; increasing this time as and when the child is able to cope. This is not compulsory and is parental/carers choice.
- 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, 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 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 younger children.
- Within the first four to six weeks of starting, we will discuss and work with the child's parents to begin to create their child's learning journey

The progress check at age two

If prior to starting preschool a child has a health review (2 yr check) carried out by a health visitor we will ask for details of this and a copy of the check.

- Lisa F will carry out the progress check at age two alongside the relevant key person 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, Lisa F and the key person will note areas where the child is progressing well and identify areas where progress is less than expected and alert the settings SENDCO if needed. At this point referrals and action plans will be discussed with parents and actioned if necessary
- 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 to enhance their development at home.

This policy was adopted by	Busy Bee preschool Millbrook	<i>(name of provider)</i>
On	5 th September 2019	<i>(date)</i>
Date to be reviewed	5 th September 2020	<i>(date)</i>
Signed on behalf of the provider	<hr/>	
Name of signatory	Lisa Floyd	
Role of signatory (e.g. chair, director or owner)	Manager/Owner	

Other useful Pre-school Learning Alliance publications

- Statutory Framework for the Early Years Foundation Stage
- Being a Key Person in an Early Years Setting (2015)
- Creating a Learning Environment in the Home (2015)