



Bowes Pre-School & Holiday Club

4.1 The role of the key person & settling in Policy

Safeguarding and Welfare requirement: Key Person

Each child must be assigned a Key person. Their role will be to 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

At Bowes Pre-school 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 has shown 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. We will assign a key person to each child.

The following procedures set out a model for developing a key person approach that promotes effective relationships for children that come into our setting.

Procedures

- We allocate a key person before the child starts
- In some cases, a home visit can be carried out, prior to the child starting. This will be done by the Manager or by the Key person
- The key person is responsible for the induction of the family and for settling the child into our setting
- The key person will offer unconditional regard for the child and is non-judgemental
- The key person works with the parents to plan and deliver a personalised plan for the child's well-being, care and learning
- The key person will act as the key contact for the parents and will have links with other carers involved with the child, such as a childminder, 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 will encourage positive relationships between children in her/his key groups, spending time with them as a group each day
- We will provide a back-up/buddy key person so the child and the parents have a key contact in the absence of the child's key person
- We will 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

- Before a child starts attending our Pre-school, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus), displays about activities available within the setting, open days and individual meetings with the parents
- During the half term before a child starts at the Pre-school, we provide opportunities for the child and his/her parents to visit the setting (ie. Free stay and play sessions)
- We will allocate a key person to each child and his/her family before she/he starts to attend; 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 may offer a home visit by the person who will be the child's key person, to ensure all relevant information about the child can be made known
- We can use, if needed, pre-start visits and the first session at which the child attends to explain and complete, with his/her parents, the child's enrolment records
- 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 in our setting
- If a parent requests it, they can stay for some of the first session, if they think it will help their child to settle in better
- 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
- We recognise that some children will settle more readily than others, but that some children who appear to settle more rapidly are not ready to be left.
- 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 their Pre-school experience
- 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 6 weeks of starting, we will produce an 'on entry' progress summary, detailing how the child has settled and begin to create a record of their achievements to discuss with the parents

The progress check at age two

- The key person carries out the progress check at aged two in accordance with any local procedures that are in place. Such as meeting with the child's parents, health visitor and any other professionals or carers (eg. childminder)
- 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 the Pre-school 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

Further guidance

A know how guide: The EYFS progress check at age two
Play is what I do (2010)
Statutory Framework for the Early Years Stage (2014) with supporting documentation

This policy is fully supported by the Manager, Staff, Committee and parents/carers of Bowes Pre-School.

Signed:- (Chairperson)

Print Name: Date:

Signed:- (Manager)

Print Name: Date:

Review date: