



Nursery Key Person Policy

Review cycle	1/2/3 years	Date: November 2022
Approved by	J.Procter	
Changes made in this review cycle	September 2022	
Linked policies	GDPR	
Signed		Date: 2022
Position	Executive Head	
Date of next Review	November 2024	

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

- We allocate a key person when the child starts.
- The key person is responsible for:
 - Providing an induction for the family and for settling the child into our setting.
 - 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.
 - 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 the 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.

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), displays about activities available within the setting, information days and evenings and individual meetings with parents.
- We provide opportunities for the child and his/her parents to visit the setting.
- Staff welcome and look 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 may use pre-start visits and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records if this is required.
- 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.
- We offer the parent, carer or close relative the opportunity to 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 if this is agreed best for the 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 staff and/or their key person; for example, the child looks for the key person or staff member 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 request 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 for prolonged periods will help them to settle any quicker. We believe that a child in great distress will be prevented from learning and gaining the best from the setting. In these circumstances we will call parents/carers to return and stay with their child or take them home.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it too distressing to be left. This is especially the case with very young children.
- Within the first term of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.

Integrated Check at age two (27 Months)

- The key person in partnership with the health visitor and parents, carry out the progress check at age two in accordance with any local procedures that are in place and refer 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.

Policy: Role of the Key Person

Date: November 2022

Review: November 2024

Co-ordinator: Nursery Teacher

Edited: J Stubbs