

Key Person

Policy Statement

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.

Aim

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.

Procedures

Key Person

We allocate a key person for each child before they start. The key person:

- is responsible for the induction of the family and for settling the child into our setting.
- offers unconditional regard for the child and is non-judgemental.
- works with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
- acts as the key contact for parents and has 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.
- 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.
- encourages positive relationships between children in her/his key group, spending time with them as a group each day.
- We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person.
- 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 staff and children.

Settling-in

- Before a child attends the 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 provide opportunities for the child and his/her parents to visit the setting.
- We allocate a key person to each child and his/her family before he/she starts; the key person welcomes and looks after the child and his/her parents at the 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, if required.
- We use pre-start visits, and the first session at which a child attends, to explain and complete registration records with the child's parents.
- When a child first attends, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child settle in to the setting.
- We encourage the parent, carer or close relative, to stay for as many of the sessions as required, gradually taking time away from their child, increasing this as and when the child is able to cope.
- 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, and also that the child is 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 as long as required, 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 very young children.
- Within the first four weeks of starting we discuss and work with the child's parents to start to create their child's record of achievement.

Reviewed by:

Vickie Smith, Co-Chair	02/09/2018
Alice Bettoney, Treasurer	02/09/2018
Date of next review	02/10/2019