

The Role of the Key Person and

Settling In Policy



EYFS Statutory Requirements – page 22 section 3.27

EYFS Key Themes and Commitments

<u>A Unique Child</u>	<u>Positive Relationships</u>	<u>Enabling Environments</u>	<u>Learning and Development</u>
1.2 Inclusive practice 1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

Policy Statement

At Warwick Community Playschool, we believe that children settle best when they have a key person to relate to, who knows them and their families 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, 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 Welfare Requirements of the Early Years Foundation Stage. Each setting must offer a key person for each child.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

Procedures

- ☀ We allocate a key person and buddy before the child starts.
- ☀ Home visits are carried out before the child starts, this is done by two members of staff one being the child's key person and the other the buddy, where possible.

- ☀ The key person is responsible for the induction of the family and for settling the child into our setting, completing relevant forms with parents and explaining our policies and procedures (including safeguarding and responsibilities under the Prevent Duty)
- ☀ The key person offers unconditional regard for the child and is non-judgemental.
- ☀ The key person works with the family to plan and deliver a personalised plan for the child's well-being, care and learning.
- ☀ The key person acts as the key contact for the family 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.
- ☀ A 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 must keep these up to date half termly, keeping them for whenever the family wishes to view them. It is the key person's responsibility to complete all reports in line with internal or external deadlines.
- ☀ The key person 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 within the playschool, and as the basis for establishing relationships with other staff and children. They will also have links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
- ☀ We aim to keep family groups with the same key person.

Settling-in

- ☀ We operate a waiting list system. Children will be put on the waiting list in numerical order by the date they give the waiting list form to the management team. The waiting list is broken down into two categories; two to three year olds and pre-school children. Places will then be offered to children in numerical order. There are additional factors such as family need, locality and siblings within the Warwick Learning Community that will be considered.

- ☀ Before a child starts to attend 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, and individual meetings with parents on an induction day.
- ☀ We 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.
- ☀ Home visits by the person who will be the child's key person will be offered, to ensure all relevant information about the child can be made known.
- ☀ When a child starts to attend, the key person or room leader explains 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 discuss with the parent, carer or close relative, about how long to stay for the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope. We will always hold what the child needs at heart and will not rush through this process as it can have detrimental effects on the child. These plans must be shared with the room leader before being agreed with the family.
- ☀ 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. This is also once children have coped with staying for the whole session on several occasions.
- ☀ 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 ask 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 also ask that parents honour the agreed time for return.

- ☀ 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 discuss and work with the child's parents to start to create their child's record of achievement. This is our baseline assessment.

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.
- ☀ The progress check will be completed by the key person to try and match the time of the Healthy Child Review. If this is not possible it will be completed at or around 2 years 6 months or within 6 weeks of the child being settled. This is for children who start with us before the age of 3.

This policy was adopted at a meeting of: Warwick Community Association

Reviewed on: May 2017

This policy will be reviewed annually in January.

This policy will be reviewed annually, with changes made as required. The manager of the setting will be responsibility for maintaining this and sharing with the

committee members of Warwick Community Association to be verified. This will be shown in the minutes of the meeting.