

West Green Playgroup



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

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/I am] 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 and a co key person (in the event of absence of the Key person) before the child starts.

- Siblings are allocated the same key person where possible.
- 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 her/his key group, spending time with them as a 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 and policies)
- Parents are encouraged to visit the setting prior to their child starting if they have not visited us previously.
- 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.
- 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 have an expectation that parents will work cooperatively with the setting to settle in the child
- Day 1: You will come into the setting and stay for an hour with your child. You will be able to explore the setting with your child and can see how we work. Please remember face coverings must be always worn by parent/carers whilst inside the building
- Day 2: You will come into the setting with your child but stay in one place and allow your child to explore the setting independently/or with support from a member of staff. You must leave after an hour, but we welcome you to leave your child with us for the remainder of the session (11am)
- Day 3: You will bring your child to the setting but say goodbye at the entrance. Your child will know what to expect and will hopefully enjoy their session with us. Children to be collected at the end of the session (12pm) or after lunch (1pm) if they are an all-day child.

- We ask that only one adult attends the settling in period. If your child settles sooner than the guidelines, we are giving you, we will be happy for you to leave sooner. Please talk to your child about how the settling in process will work as we find this helps them to settle quicker.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- Although we have guidelines for our settling in process, we recognise that some children will settle more readily than others and we are happy to discuss the settling in period with you once your child has begun the process

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/me] 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.

Other useful Pre-school Learning Alliance publications

- Play is What I Do (2010)
- Statutory Framework for the Early Years Foundation Stage: With non-statutory supporting documentation (2014)