

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 and the Two Year Old Check

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, the 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. Each setting must offer a key person for each child. 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 before the child starts: ready for their official start day.
- The key person is responsible for the induction of the family and for settling the child and includes:
 - Completing relevant forms with parents, including consent forms
 - Explaining our policies and procedures to parents, with particular focus on policies such as safeguarding and our responsibilities under the Prevent Duty

- 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 staff and children.

Settling-in

- 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), displays about activities available within the setting, and the opportunity to attend our baby and toddler group (TAP) with their child.
- 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 this 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 use the first session at which a child attends to explain, check and complete with his/her parents the child's registration records and a key person form about the child.
- 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 at Playgroup.
- We have an expectation that the parent, carer or close relative, will stay with their child for most, if not all, of their first session and, in subsequent sessions, work with the key person: gradually taking time away from their child, only increasing this as and when the child is able to cope.
- 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.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.

- Some children will need longer to settle than others, as each child and family is different. Settled children who then have a period of absence may also need their parent to be on hand to re-settle them.
- Experience shows us 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 at least the first session, and possibly longer, 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 can be 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.

The progress check at age two

The progress check at age two is a statutory requirement and is designed to work alongside the Health Service checks so that any difficulties a child may be experiencing in their development or concerned parents may have are assessed early to give each child the best chance to receive any support they may need to reach their full potential.

- At Lake Street Nursery the progress check takes the form of a meeting between parents/carers and the Key Person, held at Nursery at a time to suit the parents.
- 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*.
- *If the child attends more than one setting or is supported by a child minder the person with whom the child spends the most time is responsible for carrying out the check.*
- In Oxfordshire this check takes place as the child nears their 3rd birthday (usually the term before their 3rd birthday) and makes reference to the Health check they would have had when they reached 2 years of age with the Health Visitor. It is very helpful for Nursery to see this record when the child starts so that we can make a base line assessment as each child starts and ensure that we are supporting their development as best as we can alongside the family.
- 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 parent will do the same.

- The progress check will describe the actions that will be taken by the setting and the family 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.

This policy was adopted by	Lake Street Nursery and Pre-School CIO	<i>(name of provider)</i>
On	July 2018	<i>(date)</i>
Date to be reviewed	July 2019	<i>(date)</i>
Signed on behalf of the provider	Catherine Morey	
Name of signatory	Catherine Morey	
Role of signatory (e.g. chair, director or owner)	Manager and Trustee signed on behalf of the Management Committee	