

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.



13. The role of the key person and settling-in

Ducklings pre-school policy statement

At Ducklings pre-school 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 pre-school by providing secure relationships in which children thrive, parents have confidence, staff are committed and the pre-school 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 want children to feel safe, stimulated and happy in the pre-school 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 pre-school. We aim to make the pre-school 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. Ducklings pre-school assign 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 and buddy keyperson before the child starts.
- The key person is responsible for:
 - Providing an induction for the family, and for settling the child into our pre-school.
 - 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 pre-school 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.
- We promote the roles of the key person as the child's primary carer in our pre-school, and as the basis for establishing relationships with other adults and children.
- The allocated buddy keyperson will support the child when their keyperson is absent.

Settling-in

- Before a child starts to attend our pre-school, we use a variety of ways to provide his/her parents with information. These include written information including our prospectus and policies, photo albums about activities available within the pre-school, open days and individual meetings with parents.
- We provide opportunities for the child and his/her parents to visit the pre-school.
- The key person or buddy keyperson welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We offer a home visit by members of Ducklings pre-school to ensure all relevant information about the child can be made known.
- We use the first session at which a child attends to explain and if required complete, with his/her parents, the child's registration records.
- 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 pre-school.
- We have an expectation that the parent, carer or close relative, will stay if required for some of the first session during the first week, 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 help 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.
- 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, carer or close relative will honour the commitment to stay if required 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 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 pre-school.
- We reserve the right not to accept a child into the pre-school without a parent, carer or close relative if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first six to eight weeks of starting we discuss and work with the child's parents to begin to create their child's learning journey.

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 supporting guidance to the EYFS *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 the pre-school to address any developmental concerns including working with other professionals where appropriate and as agreed with the parents.
- The key person will plan activities to meet the child's needs within the pre-school and will support parents to understand the child's needs in order to enhance their development at home.

This the role of the key person and settling- in policy was adopted by	NGCA Ducklings pre-school
On	27 th March 2023
Date to be reviewed	26 th March 2024
Signed on behalf of the management committee	
Name of signatory	Tristan Woolfenden
Role of signatory	Chairperson