



The role of the key person and settling-in

Stretton Pre-school believe that children settle best when they have a key person who they can build a relationship with, who knows them and their parents and can meet their individual needs. The key person approach benefits children, parents and staff - providing secure relationships, which allows children to thrive, give parents confidence and where staff are committed and happy to work.

At Stretton Pre-school we believe that when children feel secure and comfortable within the setting, they are safe and happy, parents have confidence in their child's wellbeing and their role as active partners. We ensure that we are welcoming and friendly, ensuring that children settle quickly and easily (taking into account children's individual needs and circumstances of the family and the child)

The safeguarding and welfare requirements of the EYFS state that "each child must have a key person. The procedures set out a model for developing a key person's approach which promotes effective and positive relationships for children"

Procedures:

- We allocate a key person before a child starts
- The key person is responsible for:
 1. Providing an induction for the family and the settling the child
 2. Offering unconditional regard for the child and being non-judgemental
 3. Working with parents to plan and deliver a personalised plan for the child's wellbeing, care and learning
 4. Acting as the key contact for the parents
 5. Developmental records and for sharing information on a regular basis with the child's parents, keeping up to date records, reflecting the full picture of the child
 6. Having links with other carers involved with the child, sharing appropriate information about the child's development with those carers
 7. Encouraging positive relationships with in the key groups - spending time with them daily

Settling - in

- At Stretton Pre-school, we have an open door policy which encourages new and prospective parents to arrive at a time that suits them, we believe that parents will receive a true reflection of the pre-school.
- Before a child starts with us - we give them and their parents a tour of the pre-school, spending time within the room that they will be starting in, parents are given the New Parent pack and a booking form.
- When parents have decided what sessions they would like they are requested to bring the booking form and all completed documentation to be processed.
- Once parents have accepted the place they have been offered, the key person is appointed - this is based on the sessions that the child is attending (the key person is flexible and if the child and/or parents do not build a bond with the key person this can be revisited)
- We offer stay and play sessions to all families - the minimum is 2 stay and play sessions, but families can have as many as they feel that their child needs.
- A home visit will be booked in with the family by the key person and another member of staff will attend also (see our Home Visits policy).
- On the first stay and play session - the parents are requested to stay with the children to complete starting points for development with the child's key person or the room senior - this does not have to be booked in as parents have responsibility for their child.
- On the second stay and play session - parents have the opportunity to leave their child in the room (but remain in the building) to help them settle into pre-school life, the key person will spend this time with the child and will plan activities based on information from parents and the child of what they are interested in.
- We understand that all children are different and that number of staff and play sessions may be higher depending on the need of the child - we are flexible and we work together with parents to provide a personalised settling in plan.
- On the child's first session and the stay and play sessions where the child is to be left - we ask that parents say goodbye to their child and explain that they will be coming back and when.
- We do not believe that leaving a child to cry will help the child to settle any quicker, we believe that a child's distress will prevent them from forming a positive pre-school experience and prevent them from learning and developing.

- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it too distressing to be left. This can be the case for younger children.
- The key person will complete an online learning journal for all their key children.

The progress check at age two:

- The key person will carry out the progress check at age two in accordance with the 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 ensure that parents have clear picture of their child's development
- The key person will note any areas where the child is progressing well and identify areas where progress is less than expected - we will put actions in place to address any developmental concerns as agreed with parents
- The key person will plan activities to meet the child's needs within the setting and will support parents understanding to enhance their development at home.

This policy was adopted by

Stretton Pre-School

On

4 October 2018

Date to be reviewed

Annually

Signed on behalf of the provider

Name of signatory

Emily Greenfield

Role of signatory

Chair person