



Key Person

4.1 The Role of the Key Person and Settling In

Safeguarding and Welfare Requirement: Key Person

At Abbots Langley Pre-School 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 Pre-School, offer a settled relationship for the child and build a relationship with their parents.

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, 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 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 Abbots Langley 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. Each Pre-School 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 Pre-Schools.

Procedures

- We allocate a key person before the child starts.
- The key person is responsible for: -
 - The key person provides an induction for family and settles 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.
 - The key person offers unconditional regard for the child and is non-judgemental
 - The key person works with the parent to plan and deliver a personalised plan for the child’s well-being, care and learning
 - Along with the Pre-School Leader, the key person acts as the key contact for the parents 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.
 - The 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 Pre-School and at home
 - The key person encourages 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 Pre-School, and as the basis for establishing relationships with other staff and children.

Settling-in

- Before a child starts to attend Abbots Langley Pre-School, 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 Pre-School, and individual meetings during visits with parents.

Abbots Langley Pre-School – The Role of the Key Person and Settling In Policy

- Before a child is due to start, we provide opportunities for the child and his/her parents to visit the Pre-School and stay for a part of the session.
- 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.
- We *may* offer a home visit by the person who will be the child's key person, to ensure all relevant information about the child can be made known.
- We use pre-start visits when a child also attends to explain and complete with his/her parents the child's registration records.
- We use Pre-School visits when a child also attends to explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into our Pre-School. This can also be done on a separate visit or on a telephone call, whichever is convenient.
- 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 keyworker 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.
- When parents leave, we ask them to 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 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 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.

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) as agreed with the parent(s).
- 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.

Other useful Pre-School Learning Alliance publications

- Statutory Framework for the Early Years Foundation Stage: With non-statutory supporting documentation (2014)
- Being a Key Person in an Early Years Setting (2015)
- Creating a Learning Environment in the Home (2015)

This Policy was reviewed at a meeting with the Pre-School owner and leader of Abbots Langley Pre-School held on	MARCH 2020
Date to be reviewed	MARCH 2022 OR SOONER IF CHANGES ARE REQUIRED
Provider	Pre-School Owner