

Organisation

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 families well and who can meet their individual needs. Research shows that a key person approach benefits the child, the family and the staff by providing secure relationships in which the child can thrive and parents have confidence and staff are committed. This ensures that 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 the 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 each child and their families.

The key person role we set out in the welfare requirements of the early years foundation stage. The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in our settings.

Procedures

- We allocate a key person before the child starts however this can change if the child makes a strong bond with another member of staff.
- The key person will work with the room leader on settling sessions. They will work with parents to gather information before the child starts on the child's interests, likes and dislikes and their favourite things available at settling sessions, e.g. their favourite story or resource, as well as completing a baseline of the child's current development to plan, and meet, the individual needs of the child from the first day.
- The key person offers unconditional regard for the child and is non judgmental
- the key person works with the parent to plan and deliver a personalised plan for the child's well-being care and learning
- The key person acts as the key contact for the parents and has links with other carers involved with the child such as childminder and coordinates the sharing of appropriate information about the child's development with those carers
- The key person will liaise, with external professionals regarding the child's development for example speech and language therapists and physiotherapists
- The key person is responsible for the child's developmental records and for sharing information on a regular basis with the child's family either via our Family app or through face to face conversations
- The key person encourages positive relationships between children in their key group or room and will spend time with their key child each day that they are in
- We operate a buddy system so the child and parents have a key contact in the absence of the child's key person
- we promote the role of the key persons 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 will use a variety of ways to provide their family with information. This will include written information including our prospectus and policies.
- We allocate a key person to each child before they attend. The key person welcomes and looks after the child and their family at the child's first session and during the settling in process
- During the child's first settling session we will complete an All About Me Record. This is a record of information such as the child's routines, likes dislikes as well as medical information.
- We have an expectation that the parent carer will stay with the child for the first settling session. This enables the parent carer to build a relationship with the key person and enables the child to realise it is a safe environment to be in, as they are with a trusted adult
- Over the next couple of settling in sessions there is an expectation that the parent carer will leave the child, for example stay for half an hour and then leave for half an hour. The amount of settling sessions required will be dependent on how the child settles.
- We recognise that after a period of absence some children may need to resettle
- When parents leave their child we ask them to say goodbye and explain that they will be coming back and when
- We do not believe that leaving a child to become very distressed 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 will ensure that parents receive updates throughout the day via our Family app to ensure them that their child is settled
- Within the first four to six weeks of a child starting we will continue to discuss with parents how they are settling and start to create their records of achievement

Persons responsible for implementing this policy:

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