

# Muddy Boots Pre-School CIO

## Key person – 4.1 The role of the key person and settling-in



Review Date:

SEE COMMITTEE POLICY REVIEW SCHEDULE

## Key Person

### The role of the key person and settling-in

#### Policy statement

Muddy Boots Pre-school 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 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 to 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 settings.

#### Procedures

- We allocate a key person before the child starts but this may change.
- The key person is responsible for:
  - Providing an induction for the family and for settling the child into our setting.
  - 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.
  - Keeping 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. These are maintained using the Tapestry online system and can be accessed, and contributed to, by our staff, the child and the child's parents, using secure individual passwords.

- 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 their 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 adults and children.

### *Settling-in*

- Before a child starts to attend the setting, we use a variety of ways to provide their parents with information. These include written information in our welcome pack and on our website, as well as displays about activities within the setting. We use mainly email to communicate important information and news to parents and carers.
- We provide opportunities for the child and their parents to visit the setting before the child starts.
- The key person welcomes and looks after the child and their parents at the child's first session and during the settling-in process.
- We use pre-start visits at which a child attends to explain and complete their parents the child's registration records.
- When a child starts to attend, we explain the process of settling-in with their parents and jointly decide on the best way to help the child to settle into the setting.
- We work closely with the parents if the child does not settle quickly.
- 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 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 they arrive, 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. This can be adapted to the needs of each child.
- 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 will work with the parent or carer if the child finds it distressing to be left.
- 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 progress.
- 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 setting 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.