

## **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

### **4.1 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 parents well, and who can meet their individual needs. We are committed to the key person approach which benefits the child, the parents, the staff and the setting. It encourages secure relationships which support children to thrive, give parents confidence and make the setting a happy 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 also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make our 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 child must have a key person. 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 before the child starts
- The key person is responsible for (but face to face meetings will be with the Manager only during Covid-19):
  - Providing an induction for the family and for settling the child into our setting.
  - 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 setting 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 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:*

- ARRANGEMENTS DURING CURRENT PANDEMIC ARE OBVIOUSLY VERY DIFFERENT AS ADMITTANCE TO THE HALL IS FOR CHILDREN AND STAFF ONLY.
- Whilst we are unable to offer our usual 'stay and play' sessions, we will still offer an individual settling in programme to suit both your child and yourselves. We will make sure all paperwork has been completed prior to your child's first day with us, including consent to Tapestry, our online learning journal. This will enable us to upload photographs and video throughout your child's first morning to reassure you that they are settling and happy. We will also send you a text or phone call during the morning to let you know how your child is doing. We will routinely do this with any child who has been unsettled separating from their parents on arrival.
- On arrival at preschool, parents are asked to walk around the front of the church and line up on the coloured spots in front of the garden. We offered a staggered start, from 8.45 – 9am and the same at the end of the day (2.45 – 3pm) in order to cater for families with older siblings and staggered school start times.
- Children are to be helped to sanitise their hands and are then greeted by a staff member. After a quick 'goodbye' with parents, the child is encouraged in to the hall with their bag and lunch. Our experience over the past months has shown us that children are extremely resilient and are settling very quickly, picking up the new routine and entering the hall alone. It works best when there is lots of positive language from parents, explaining that they will have a lovely time and that you are coming back soon.
- 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 reserve the right not to accept a child into the setting 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 two weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement, meeting face to face where possible, otherwise by phone call at a pre-arranged time.
- Visits for new families:  
during lockdown or tiered restrictions, we are unable to offer visitors into the hall but can speak to you by phone, send you our prospectus, and refer you to our online tour. When restrictions allow, we will arrange to meet a new family outside the preschool and show you around our outside area and answer any questions you may have. We have a preschool website, social media and video tours to introduce our setting.
- Communication with parents:  
Parents are recommended to sign up to our weekly email updates which state what your child has been doing, what our plans for the following week include and any reminders or links for advice. We rotate the staff member who greets the children to ensure all adults are familiar with all our staff team and can build

up a relationship with us. We continue to liaise with any other childminders or settings your child may attend. We remind parents to continue to contact us however minor the query is, by text, email, phone or face to face at pick up/drop off. We are happy to meet outside the hall if it is a quick query, or will arrange a phone call if it is confidential or will take more time. It is essential that there is a two way flow of information as it is so important to know all the small things that make a difference, for example, if your child has had a bad night or something is worrying them.

#### *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 guidance *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 us 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.

Reviewed and amended (Covid-19):	
23.11.2020	Review annually in December