

The Enchanted Wood Day Nursery Ltd: Key Person

The role of the key person and settling-in

Policy statement

We believe that children settle best when they have a familiar member of staff to relate to, who knows them and their parents well, and who can meet their individual needs. This benefits the children, the parents, the staffing team and the nursery as it encourages secure relationships which supports the children to thrive, gives parents confidence and makes the nursery a happy and dedicated place to attend or work in. We have a settling-in procedure that we encourage parents to adhere to.

We want children to feel safe, stimulated and happy in the nursery and to feel secure and comfortable with the staff members. We also want parents to have confidence in both their children's well-being and their role as active partners with the nursery. We aim to make the nursery 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. Within our nursery a key person is assigned for each child. These procedures set out a model for developing a key person system that promotes effective and positive relationships for children in our care.

Procedures

- We allocate a key person before the child starts nursery.
- The key person is responsible for:-
 - Providing an induction for the family and for settling the child into our nursery.
 - Completing relevant forms with parents, including consent forms.
 - Providing the family with a settle pack with information about the setting.
 - 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 main contact for the parents. However, sharing appropriate information with other key staff involved with the child.
 - Developing strong links with all other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
 - 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 nursery and at home.
 - Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.
- The staffing team in each base room work closely with one another, so the child and the parents have a key contact in the absence of the child's key person.

Settling-in

- Before a child starts to attend the nursery, 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 nursery, parent's mornings and individual meetings with parents.
- We provide opportunities for the child and his/her parents to visit the nursery.
- 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 along with other key staff in the room.
- When a child starts to attend, we provide parents with a settle pack and jointly decide on the best way to help the child to settle into the nursery.
- We have an expectation that the parent, carer or close relative, will stay for the first settling-in session, gradually taking time away from their child, increasing this as and when the child is able to cope.
- Younger children sometimes 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 or key staff in the room. The child will also be familiar with where things are and are 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 recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay with their child, until their child can stay happily without them.
- 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 nursery.
- We reserve the right not to accept a child into the nursery 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 begin 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 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 the nursery 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 nursery and will support parents to understand the child's needs in order to enhance their development at home.