

Lechlade Little Learners -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. 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 assign a key person for each child.

The procedures below 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.
- The key person is usually responsible for settling the child into our setting but this may not always be possible depending on the staff member's working hours.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parents 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 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 setting and at home..
- We make parents aware that any available staff member can be approached in the absence of the child's key person.
- 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 staff and children.

Settling-in

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information.
- Parents and their children are able to visit our setting prior to their child being enrolled to have a look around and to meet the staff.
- We allocate a key person to each child and his/her family before she/he starts to attend. We aim for the key person to welcome and look after the child and his/her parents at the child's first session and during the settling-in process.
- We arrange a visit for the parents and child before attending the first session. On this visit we chat at length to the parents about their child discussing things such as allergies, medical history and development. We give the child and his/her parents a full tour of our facilities and ask them to fill in an "about me" form. For the rest of the visit we encourage the child to join in with the activities. We also provide the parent with an induction pack with other information such as our Safeguarding children and child protection policy, where not to park and our reward system and signing any necessary consent forms.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. We recognise that some children will settle more readily than others.
- 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 understand that it is hard to leave your child when they are feeling sad. Please be assured that 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.
- 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.

Review

At its inception the policy was reviewed by all committee members and all employees.

It will be reviewed annually as per the policy review schedule, added to , or modified from time to time and may be supplemented in appropriate cases by further statements and procedures relating to the work of the particular group of workers.

A copy of the final policy statement will be issued to all employees, parents and committee members and will be made available within the setting.

Reviewed by the Committee Chair on

Signed: (Committee Chair)

Signed: (Setting Manager)

Version History

Version Number	Date	Changes	Published to
1.3	10.01.18	Policy review – no amendments	Committee Members All existing & new staff Displayed in policy folder All parents