



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 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 pre-school by providing secure relationships in which children thrive, parents have confidence, staff are committed and the preschool is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy at our pre-school 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 pre-school.

We aim to make Padbury Pre-school 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 Welfare Requirements of the Early Years Foundation Stage. Padbury Pre-school offers a key person for each child.

The 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 to each child.
- The key person is responsible for the induction of the family and for settling the child into our pre-school.
- The key person offers unconditional regard for the child and is non-judgemental.

- 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 a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- A 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 pre-school and at home.
- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.
- All key persons have a buddy key person, 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 pre-school, we use a variety of ways to provide his/her parents with information. These include written information (including our current handbook), displays about activities available within the pre-school, information days and evenings and individual meetings with parents.
- During the half-term/ period before a child is enrolled, we provide opportunities for the child and his/her parents to visit the pre-school.
- We allocate a key person to each child and his/her family; 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.
- We aim to offer two settling in sessions, free of charge.
- We may offer a home visit by the person who will be the child's key person, to ensure all relevant information about the child can be made known.
- We may use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- 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 pre-school.
- We have an expectation that the parent, carer or close relative, will stay for the entirety of the first settling in session and will be encouraged to leave for a short period during the second settling in session. Some children may require further sessions until they are settled.

