



## **Child care practice**

### **CCP1 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, 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 staff. We also want parents to have confidence that their children's well-being is being nurtured and that their role as active partners with the setting is very much the foundation to a successful working partnership.

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 the 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.

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.
- The manager/deputy manager/senior supervisor is responsible for the induction of the family. At this meeting all relevant forms will be completed, an explanation of our policies and procedures will be given, focusing on our safeguarding policies.
- The key person and all other staff are responsible for settling the child into our setting and supporting the family whilst this process is ongoing.
- The key person offers unconditional care and attention to 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 main 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 setting and at home.
- The key person encourages positive relationships between children in their key group, spending time with them as a group regularly.
- We provide a back-up key person so the child and the parents have a key contact 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*

- During the half-term before a child is enrolled, we provide opportunities for the child and their parents to visit the setting.
- At these sessions we make the parents/carers welcome and provide opportunities for questions to be asked in a welcoming atmosphere, thereby ensuring the induction of new parents.
- Where possible we allocate a key person to each child and their family before they start attending the setting; where possible 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 to reinforce our policies and confirm start dates.
- Before a child starts to attend, we agree a settling in process with the parents, jointly deciding on the best way to help the child settle into the setting.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope. This will be discussed at induction and agreed with the parent if it is felt this will be in the best interests of the child.
- Younger children may take longer to settle in, as well as 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 another member of staff; 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. (e.g. after Story Time)
- 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.
- We reserve the right to ask the parent to leave when a child has settled in order for the child to gain their independence and enjoy pre-school life.
- Within the first term of starting we discuss and work with the child's parents to start to create their child's record of achievement.

### **Learning and development**

- The key person helps to ensure that every child's learning and care is tailored to meet their individual needs. This is achieved through regular observation and assessment of children, using information gathered about their achievements, interests and learning styles to plan for each individual child's learning and development.
- If a child's progress in any of the prime areas gives cause for concern, the key person must discuss this with the setting manager or SENCO and the child's parents.

### *The progress check at age two*

- The key person carries out the progress check after the age two years and 6 months which is legally required and in accordance with any local procedures that are in place. Referring to the non-statutory guidance: *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.

This policy was adopted at a meeting of

Little Fishes Pre-School

Held on

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20/9/11

Date to be reviewed

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Reviewed: Summer Term 2022

Next Review: Summer Term

2024

Signed on behalf of the management  
committee

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Maggie Mann – Chair

Tracy Parkins - Manager

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