



The Play Den

6 Safeguarding and Welfare Requirements

ROLE OF THE KEY PERSON and SETTLING IN

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. **(Learning and Development 1)**

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.

The key person role is set out in the Welfare Requirements of the Early Years Foundation Stage. Each setting must offer a key person for each child.

(Safeguarding and Welfare 3)

The role of the key person:

- We allocate a key person before the child starts.
- The Key Person completes the 'All About Me' Questionnaire with the parent/carer
- The key person is responsible for the induction of the family and for settling the child into our setting.
- The key person works with the parent/carer 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/carers and has links with other carers involved with the child, such as a childminder or other setting, 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/carers 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 her/his key group, spending time with them as a group each day.
- Room managers act as a 'back-up' 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 setting, 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 setting, information days and evenings and individual meetings with parents.

- Before a child starts at the setting, we provide opportunities for the child and his/her parents/carers to visit the setting.
- We provide settling in sessions to provide time to get to know your child and for him/her to get to know us.
 - During this time, a name tag (and book label for pre-school children) will be produced, ready for your child's first attendance
 - You and your child will be set up on Tapestry to enable you to view your child's learning journal
- 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/carers leave, we ask them to swiftly say goodbye to their child and explain that they will be coming back, and when.
- 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 four to six weeks of starting we assess and work with the child's parents/carers to evaluate 'baseline assessments' (your child's starting point).

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