

STANDARD 4

– KEY PERSON/ STAFFING STRUCTURE AND STUDENTS



EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

Standard 4.1: The 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. 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 Welfare Requirements of the Early Years Foundation Stage.

Each setting must offer 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 who are in settings.

A keyperson has special responsibility for a particular child. The keyperson will work with the child and his/her parents/carers to ensure the child's care and educational needs.

If a child is nervous or worried about attending the preschool the key person (in consultation with the Manager) may arrange with parents to visit the child at home. The keyperson's aim is to ensure the child is happy and feels secure at Preschool and to observe, encourage and extend the child's learning experiences.

Ideally the keyperson should stay with the child throughout his/her time at Preschool. However, because of the type of sessional care offered at Horsted Keynes it is not always possible to retain the same keyperson. The child is allocated to a member of the team who attends most of the child's sessions.

We allocate a key person before the child starts and 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 also 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.

Main duties of a keyperson

- To provide for the emotional needs of the child, to comfort and reassure
- To assist with the induction of the family and for settling the child into our setting
- To care for the child
- To contribute to and ensure that our provision takes into account each child's race, culture, religion, language and family values.
- To liaise with parents/carers

- To complete relevant forms with parents, including consent forms.
- To Explain our policies and procedures to parents when requested with particular focus on policies such as safeguarding and our responsibilities under the Prevent Duty
- To observe the child's progress and with parent's/carers permission, keep records of their child's interests and development.
- To meet the parents/carers each term and at other times when required.
- To be available to speak to the parents/carers at the beginning and end of sessions.
- To liaise with the other carers/settings on the progress and the welfare of the child.
- If necessary to liaise with the allocated member of staff who is responsible for Child Protection.
- To liaise with the parents/carers and Special Education Needs Co-Ordinator's if there is any concern such as language, hearing or other areas.
- The keyperson will ensure parents/carers are always contacted about any concerns involving their child.
- The keyperson will respect confidentiality
- To encourage positive relationships between children in her/his key group, spending time with them as a group each day.
- To 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 adults and children.

The key person is always aware of being a member of the team of staff and will work with, care for, look after and be responsible for other children attending sessions in addition to his/her key children.

Settling-in

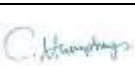
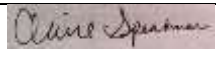

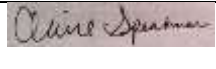

Before a child starts to attend the setting, we use a variety of ways to provide their parents with information. These include:

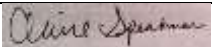
- Written information (including our prospectus and policies), displays about activities available within the setting, coffee mornings and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- We allocate a key person to each child and their family before they start to attend; 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 and the first session at which a child attends to explain and complete with their parents the child's registration records.
- When a child starts to attend, we explain the process of settling-in with their parents and jointly decide on the best way to help the child to 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. Younger children will 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; 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.

- 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 for at least the first week, or possibly longer, 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 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. This is especially the case with very young children.
- We treat each child as an individual and we have a flexible approach to settling children into Preschool. We discuss with parents what they feel happiest doing, in the best interest of their child; and as experienced practitioners we suggest what we feel would be the best approach and a joint decision is reached. In some circumstances, this may mean that parents remain with their child during their sessions at Preschool for a few weeks
- If a child is showing distress at being left, we discuss and agree the best approach, and this is constantly reviewed by the parents and the key person/Preschool manager on a session by session basis until the child is settled and happy
- Usually 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 settling-in procedure for new fee-paying children will include two morning sessions free of charge, when the parent or carer will stay with the child. After the initial two sessions, all further sessions will be chargeable even if the parent/carer continues to stay with the child. New starters will be invoiced after two weeks and will be expected to pay by week four of the term as indicated on the bill.

Progress check at age two procedures

- The key person completes the Preschools '2 year Progress Check' document located in the child's learning journal while referring to the supporting guidance to the EYFS 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 setting 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 by	Horsted Keynes Preschool
On	1 st October 2017
Reviewed 1 st Oct 2018	 
Reviewed 1 st Oct 2019	 
Reviewed 1 st Oct 2020	
Reviewed 1 st Oct 2021	
Reviewed 1 st Oct 2022	
Signed on behalf of the provider	

Name of signatory & Role of signatory	Clare Humphreys Manager
Countersigned by Chair of committee	
Name of Counter signatory	Claire Speakman