

## SECTION 4

### General Welfare Requirement: Organisation

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

## Organisation

### 4.2 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 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.

#### EYFS key themes and commitments

1.2 Inclusive practice	2.2 Parents as partners	3.2 Supporting every child	4.4 Personal, social and emotional development
1.3 Keeping safe	2.4 Key person	3.3 The learning environment	
1.4 Health and well-being			

## **Procedures**

- We allocate a key person before the child starts.
- The key person offers unconditional regard for the child and is non-judgemental.
- 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 ensures that every child's learning and care is tailored to meet individual needs.
- 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. They also support parents and carers in guiding their child's learning at home.
- The key person encourages positive relationships between children in her/his key group.
- 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.

### *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, upon request), displays about activities available within the setting and individual meetings with parents, as requested.
- 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 his/her family before she/he starts to attend; 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.
- 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.
- 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.
- When parents leave, we ask them to 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 discussed with parent or carer on an individual basis.
- Within the first four to six weeks of starting we discuss and work with the child's parents to start to create their child's learning journey.

This policy was adopted by

Young Discoverers

On

10<sup>th</sup> July 2012 (date)

Signed

Name of signatory

Mrs Karen Keene

Role of signatory

Manager