

Key Person and Settling-In Policy



PARKWAY PRE-SCHOOL

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. A key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, and parents have confidence.

We want children to feel safe, stimulated and happy within 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 Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each setting must assign a key person for each child.

The following procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

Procedures

- Children visit the setting with their parent/carer and meet their key person where possible.
- The key person offers unconditional regard for the child and is non-judgemental.
- The parent is encouraged to contribute towards their child's learning and provide information about their child's achievements at home.
- The key person acts as the main contact for the parents and has links with other carers involved with the child, such as a child minder.

- 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 carries out adult-led activities with their own key children within the constraints of attendance patterns.
- Children may attend when their key person is not in the setting, where this is the case, such children are the responsibility of all other staff in session.
- 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

- Before a child starts to attend the setting, we use a variety of ways to provide their parents with information. These include written information and through the website and our Facebook page.
- We provide an opportunity for the child and their parents to view the setting.
- If the parent registers the child, they will then be allocated an Induction Day, prior to starting.
- Children are then given a start date.
- New families are introduced to the pre-school on a staggered basis.
- If both parents and staff are happy that the child will settle, they may attend alone at their next session. 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. Should a child not settle quickly, parents are welcome to stay for as long as necessary during subsequent sessions.
- Younger children may 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 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 to call a parent back to the setting if a child continues to be distressed in excess of 15 minutes.

- 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.
- Once the child has settled into Pre-school, communication needs to be a two-way process, we ask parents to share relevant information with regard to a child's development, either through discussion with their key person, the manager of the session, or through the Little Stars forms in the foyer.
- As the terms progress, the key person will discuss progress and work with parents. An Electronic learning journey, namely through Footsteps, will be made available to you. (It is online and password protected). Parents will be able to view their own child's learning journey and see the progress made with his/her development, within the EYFS.

Two-Year Old's Progress Check Report

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance 'A Know How Guide: The EYFS progress check at age two'.
- This report is made on children who are aged between 2-3 years where Parkway pre-school is their first setting, or is the setting where they spend most of their time
- Parents will be encouraged to share the report with other relevant professionals, including their health visitor.
- Where concerns about a child's development emerge as a result of their progress check, or where special educational needs are identified, practitioners will work with other professionals, as appropriate, to provide targeted support for the child's future learning and development as agreed with the child's parents/carers

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