

Recreation Ground
Huntersfield
Stanford in the Vale
Faringdon
Oxfordshire SN7 8LR



4.2.1 - Key Person and Settling-In Policy

Revised November 2017

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 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 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 each child starts at Pre-school.
- Children visit the setting with their parent/carer and meet their key person where possible.
- The manager or deputy manager are responsible for the induction of the family and the key person, manager or deputy manager are responsible for settling the child into our setting.
- The key person is responsible for completing relevant forms with parents, including consent forms.
- The key person explains our policies and procedures to parents with particular focus on policies such as safeguarding and our responsibilities under the Prevent Duty.
- The key person offers unconditional regard for the child and is non-judgemental.
- The parent is encouraged to contribute towards their child's Interactive learning Diary (I.L.D), and to provide information about their child's achievements at home.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a child minder, and co-ordinates the sharing of appropriate information about the child's development with those carers where parental permission has been given.
- 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-focused 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 through the use of a buddy system.
- 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 (including our prospectus and several policies), displays about Pre-school activities, information days and individual meetings with parents where requested, and through our website: www.stanfordpreschool.org.
- We provide an opportunity for the child and their parents to visit the setting, using this opportunity to explain and complete, with the child's parents, the child's registration records.
- We allocate a key person to each child and their family; where possible the key person, manager or deputy manager welcomes and looks after the child and their parents at the child's first session and during the settling-in process.
- The term before children start at Pre-School parents are invited to attend an Induction evening. During the evening parents will learn all about how the setting works and its policies and procedures. They will also have a tour of the setting and meet their child's Key Person.
- Children are then invited to come for a 2 hour session with their parent to stay and play in order to interact and play with the other children and activities.
- 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.
- We have an expectation that the parent, carer or close relative, will stay for the child's visitors session, and is encouraged to stay at further sessions until they feel their 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 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. On occasion where deemed necessary we would instigate a home/pre-school communication book.
- As the terms progress, the key person will discuss their child's Individual Learning Plan (I.L.P) with the parents and also send a copy home. At the end of each term the Learning Journey Portal will open for parents to view their child's learning journey and add comments and observations.
- A child's key person is responsible for writing end of term reports for their transition to other settings.

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 Stanford pre-school is their first setting, or is the setting where they spend most of their time.
- This report will be a short written summary of children’s development in the prime areas.
- The report will identify a child’s strengths and any areas where a child’s progress is less than expected, where additional support may be required, or where there may be a developmental delay.
- 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.
- Parents must also 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.

This policy was adopted at a meeting of Stanford in the Vale Pre-school Committee

Held on _____ (date)

Date to be reviewed _____ (date)

Signed on behalf of the management committee _____

Name of signatory _____

Role of signatory (e.g. chair/owner) _____