



# Waltham Pre-School

## The Role of the Keyperson and Settling-in

### Policy Statement

We believe that children settle best when they have a keyperson to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a keyperson 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 keyperson role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each setting must assign a keyperson for each child.

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

### Procedures

- We allocate a keyperson before the child starts.
- The keyperson is responsible for the induction of the family and for settling the child into our setting.
- The keyperson offers unconditional regard for the child and is non-judgemental.
- The keyperson works with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
- The keyperson 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 keyperson 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 keyperson encourages positive relationships between children in her/his key group, spending time with them as a group each day.
- We provide a back up keyperson so the child and the parents have a key contact in the absence of the child's keyperson.
- We promote the role of the keyperson 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 his/her parents with information. This includes a welcome pack.
- Before the child starts, we provide opportunities for the child and his/her parents to visit the setting.
- We allocate a keyperson to each child and his/her family before she/he starts to attend; the keyperson 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 judge a child to be settled when they have formed a relationship with their keyperson, 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.
- Parents can expect weekly updates on Tapestry, starting from their first day.
- Within the first four to six weeks of starting, children will have a base line assessment to enable tracking of their achievements.

### The progress check at age two

- The keyperson carries out the progress check at 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.
- 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 keyperson 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 keyperson 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 the development at home.

### Useful publications

- Common Inspection Framework (2015)