

4.1 The role of the key person and settling-in

Policy statement

At Filton Park Pre-School Playgroup we believe that children settle best when they have a key person to relate to, who knows them and their parents, 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 Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each setting must assign a key person for each child.

The procedures set out our key person approach that promotes effective and positive relationships for our children.

Procedures

- We allocate a key person when the child starts
- The leaders are responsible for the induction of the family, the key person and leaders for settling the child. All staff offer unconditional regard for the child and are non-judgemental
- The key person works with the parents to plan and deliver a personalised plan for the child's well-being, care and learning
- 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. Parents/carers are asked to complete a form giving us permission to share this information
- The 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
- In the absence of the key person the child and the parents have a key contact in the leader of the session

Settling-in

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information.
- Before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting for two free sessions
- We allocate a key person to each child and his/her family when she/he starts to attend
- The setting leader welcomes the child and his/her parents/carers and provides all necessary information/ induction
- We use the pre-start visits to explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into this setting
- We have an expectation that the parent, carer or close relative will stay for most of the pre-start sessions
- Children who have had a long period of absence may 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 recognise that some children will settle more readily than others, so we offer a flexible settling in period
- 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, unless a parent or carer stays for the pre-start visits with the child

Other useful Pre-school Learning Alliance publications

- Play is What I Do (2010)
- Statutory Framework for the Early Years Foundation Stage (2012) With supporting documentation

This policy was adopted at a meeting of	Filton Park Preschool Playgroup	<i>(name of provider)</i>
Held on		<i>(date)</i>
Date to be reviewed	Sept/Oct 2020	<i>(date)</i>
Signed on behalf of the provider		
Name of signatory	Adrian Reed	
Role of signatory (e.g. chair, director or owner)	Chair	