

Coniston Early Years Centre Policy Document

Safeguarding and Welfare Requirement: Key Person

Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

Coniston Early
Years Centre



High Quality Care for All Children
A Firm Foundation for Education

4.1 The role of the key person and settling in

Policy Statement.

At Coniston Early Years Centre 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 pre school 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 within 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 in our setting.

Procedures

- We allocate each child with a key person before they join the pre school.
- We carry out home visits prior to the child joining us and these are carried out by the key person and a senior member of staff.
- The key person, with support from senior staff if appropriate, is responsible for the induction of the family and for settling the child into our setting.
- The key person offers unconditional regard for the child and is 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 child minder, or second setting, and coordinates the sharing of appropriate information about the child's development with those carers.
- 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 their child in our setting and at home.
- The key person encourages positive relationships between children in their key group, spending time with them as a group each day.
- 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.
- We promote the role of the key person as the child's primary carer in our pre school, and as the basis for establishing relationships with other staff and children.

Settling in

- Before a child joins our pre school we use a variety of ways to provide his/her parents with information. These include written information (including information on where to find our policies and procedures), visits from parents/carers to the setting, free settling in sessions, home visits, website and social media pages, open days as well as telephone and email contact.
- We allocate a key person to each child and their family before they start to attend. The key person welcomes and looks after the child and family during their first session and during the settling in process.
- We offer a home visit by the person who will be the child's key person to ensure all relevant information is gathered about the child by an appropriate member of staff.
- We use home visits to explain daily routines and also to ensure all records are completed in full. We also take family photos during the home visit to use to make a book for the children so that they can see images of their family if they become upset when in the setting.
- When a child visits/starts to attend, we explain the process of settling in with the family and jointly decide on the best way to help the child to settle into the setting.
- We recognise that 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.
- We believe a child to be settled when they have formed a relationship with their key person, for example they look for them to comfort them on their arrival at the pre school. The child is also familiar with where things are and is pleased to see other children and participate in their activities.
- 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, but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay as local as they possibly can for as long as their child needs them and is happy to stay without their support. In exceptional circumstances such as a pandemic we will adjust our procedures to reflect government guidance and ensure everyone's safety.
- 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 without a parent or carer if the child finds it distressing to be left. This is especially the case with our very youngest children. In exceptional circumstances such as a pandemic we will adjust our procedures to reflect government guidance and ensure everyone's safety

The progress check at age two

- The key person carries out the progress check at the age of two, where applicable, in accordance with 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 key person 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 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.

Other useful Pre-school Learning Alliance Publications

- Play is What I Do (2010)
- Statutory Framework for the Early Years Foundation Stage 2025

Reviewed by

ManagerSarah Trussell..... Date19.2.26.....

StaffStaff Meeting..... Date14.1.25.....

TrusteesTrustee Meeting..... Date13.3.25.....