

The role of the key person and settling-in

Policy statement

The Den 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 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 Welfare Requirements of the Early Years Foundation Stage.

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

The Den always allocates Anna Griffin as an EYFS new starter, key person.

The key-person is responsible for the induction of the family and for settling the child into our setting.

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.

A key-person is responsible for sharing information on a regular basis with the child's parents.

The key-person encourages positive relationships..

In the event a key worker is not at The Den the manager or other staff member will always be available to talk with a parent.

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 his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, and meetings with parents/child.

We provide opportunities for the child and his/her parents to visit the setting before they start.

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.

When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.

