



Key person

The role and responsibilities of the Key person :

Every child in the nursery is assigned a key person – the parent will be informed of who this will be at the start of settling in. (This may be reviewed if the child/family naturally gravitate towards another member of staff or circumstances change)

The key person will help the child to become familiar with the nursery and to feel confident and safe within it, developing a genuine bond with the child (and the child's parents) and offering a settled, close relationship.

The Key person will spend time during the first session to explain, routines, activities and complete with the parents, the child's "All about me", and to discuss arrangements for further settling visits.

The key person will meet the needs of each child in their care and respond sensitively to their feelings, ideas and behaviour, talking to parents to make sure that the child is being cared for appropriately.

The key person will provide learning and development opportunities which are planned around the needs and interest of each individual child, within a challenging and supportive environment. The key person will also to share ideas with parents as to how they could also engage in similar activities at home to encourage their child's development, building a bridge between home and nursery.

Time can be arranged at any time to allow the key person to give feed back to the parents on the child's progress, sharing observations and planning for the child's next steps. Parents are free to discuss with nursery staff at any time any issues relating to their child.

The key person will work in partnership with parents along with other professionals involved with the child and their family.

The key person will encourage parents to be involved with the nursery as much as possible and always welcome their views.

The key person will aim to make parents aware of their planned absences from nursery. During such times other members of the team will step into this role to ensure the needs of all the children are met.

The key person also acknowledges and respects any religious beliefs, special dietary requirements and general family information, logging information on relevant forms and incorporating these into planning, they will ensure this information is shared with the whole team to achieve continuity of care. Parents should have the

confidence that issues regarding their child and family will be treated with confidentiality and only shared with relevant staff members

It may be necessary after a child has settled into nursery to review who is their key person. If the child and family have a good relationship with another member of staff it may be more suitable for them to take on this role.

When a child moves from Ladybirds to Busybees, the Key Person must ensure all records are fully up to date before the child moves on.

The current key person (LB) and the new key person (BB) will liaise with each other to arrange visits and ensure the transition from one unit to another goes smoothly. The parent will be informed of who will be their child's new key person and is invited to arrange a visit with the Busybees. The child's new Key Person in the receiving playroom will continue with the child's records. When the child is due to leave nursery, their Key Person must ensure that their record is fully up to date and that it is handed to the child's parent.

When a child attends nursery between the ages of 24-36 months the key person is responsible for a short written summary of the child's development. This has a focus on the three prime learning and development areas of the Early Years Foundation Stage (EYFS) Personal, Social and Emotional Development, Physical Development and Communication and Language. This will enable earlier identification of development needs so that additional support can be put in to place.

When a child is due to leave nursery and go on to school the key person is responsible for a short written summary of the child's development. This has a focus on all areas of learning and development in the Early Years Foundation Stage (EYFS) : Personal, Social and Emotional Development, Physical Development, Communication and Language, Expressive Arts and Design, Understanding of the world, Maths and Literacy.

The key Person is there to support the child and family with current experiences – new baby, moving house, starting school, death etc and signpost the family for additional support if needed – local children's centres etc

At nursery we would like to reflect the culture of individual families and to share this with everyone, the key person will encourage parents to share languages spoken and special times that happen at home.

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 introduction to each room, how to access our policies and procedures and curriculum information.

We allocate a key person to each child and his/her family before she/he starts to attend; the

key person welcomes and looks after the child and his/her parents at the child's first session

and during the settling-in process.

During the first session at which a child attends the key person will explain and complete

with his/her parents the child's registration records and their "All about me". 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 have an expectation that the parent/carer will stay for the first session, then the parent will leave the child for a period of time, increasing this as and when the child is able to cope.

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 judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with 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 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, until their child can stay happily without them.

Within the first four to six weeks we discuss and work with the child's parents to start to create their child's learning diary, recording where the child is within their development at the point of them starting at nursery.

A parent meeting will be arranged at the end of this time to discuss how the child has settled into nursery.

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- will spend time during the first session to explain, routines, activities and complete with the parents, the child's "All about me", and to discuss arrangements for further settling in visits.
- will meet the needs of each child in their care and respond sensitively to their feelings, ideas and behaviour, talking to parents to make sure that the child is being cared for appropriately.
- will provide learning and development opportunities which are planned around the needs and interest of each individual child, within a challenging and supportive environment. Also to share with parents as to how they could also engage in similar activities at home to encourage their child's development, building a bridge between home and nursery.

Time can be arranged at any time to allow the key person to give feed back to the parents on the child's progress, sharing observations and planning for the child's next steps. Parents are free to discuss with nursery staff at any time any issues relating to their child.

Check list for key person

On first visit the Manager or senior to show parents around the nursery.

To cover – open times/hours and days they require, fees, description of routine, lay out of rooms, key person role, Christian ethos, parents rota, etc

Answer any questions they may have.

When starting paper work pack to be given

Includes : Registration form, terms and conditions, all about me, forest school information, EYFS booklet, “welcome to” booklet, letters and sounds information, Children’s centre registration and FEEE/pupil premium paperwork.

If a place is offered a settling in plan will then be put into action.

Each child will have an individual plan

- first visit parents to stay, approx 1 hour for child to play and be introduced to key person
- second visit, parents offered to spend a little time out of the room (have a coffee)
- further visits will then be planned at agreed times, if possible on the times they will then be attending nursery. The time the child is left for will be increased each time, working towards their full hours. If the child’s sessions include a meal time the parents are encouraged to join for the first time.

Key person to discuss with parents –

“Welcome to” booklet.

Complete “All about me” together, information from this is used to begin the starting point on the tracking sheet – what is the child able to do already, likes/dislikes, how this is then used in the Learning diary.

To explain the role of the key person, routine of the unit, the room layout – where coats & nappy boxes etc are, forest school, parental involvement in nursery – special times together as a family.

Parents meetings to be offered –

6/8 weeks after starting to discuss how they have settled in

X3 per year – summary of child’s progress

When required 2 year check and school transfer to be completed – parents to have the opportunity to make comment towards them, a copy to be include into learning diary.

2 yr check – original to parents – copy in learning diary

School transfer – original to receiving school – copy to parents

Guidelines to learning diary contributions

Monthly – x2 observations per area – some photos to support, next steps

Bi monthly x2 long observations, sample of art work

Termly – summative report and offer parents meeting

Reviewed January 2014 H O’Neill

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