



Lyndhurst Pre-School

The role of the key person and settling-in

Policy statement

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 pre-school is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the pre-school 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 pre-school.

We aim to make the pre-school 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. Each setting must offer 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 who are in pre-school.

EYFS Key themes and commitments

A unique child	Positive relationships	Enabling Environments	Learning and development
1.2 Inclusive practice 1.3 keeping safe 1.4 Health and well-being	2.2 parents as partners 2.4 Key person	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

Procedures

- We allocate a key person before the child starts.
- The key person is responsible for the induction of the family and for settling the child into our pre-school.
- The key person offers unconditional regard for the child and is non-judgemental.

- The keyperson liaises with the parents to support the child with any issues like toilet training, separation etc
- The key person works with the parent 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 childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- A 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 pre-school and at home.
- All staff deputise as key persons so the child and the parents can still make 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 starts to attend the pre-school, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about pre-school activities, open afternoons and individual meetings with parents.
- We offer a home visit for the keyperson and either our Manager or Deputy visit the child and parent at home. We provide an Introductory session for the child and his/her parents to visit the pre-school along with the other new parents and children each term.
- When a child starts to attend, we work with his/her parents to decide on the best way to help the child to settle into the pre-school.
- 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.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- We give parents a Settling In/2Year old check report at the end of their child's first half term and parents can view their child's Learning Journey online whenever they wish.
- 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. 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.
- 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 pre-school.
- We reserve the right not to accept a child into the setting without their parent or carer if the child finds it distressing to be left.

This policy was adopted at a meeting of Lyndhurst Pre-school

Held on (date)

Signed on behalf of the pre-school

This policy is taken and adapted from the PLA Policy and Procedures