

KEY PERSON POLICY

POLICY STATEMENT

We believe that the quality of care that young children receive makes a huge difference, not only to the quality of each day they spend in the setting, but also to their long-term future. The key person approach ensures having the opportunity to build a personal relationship with each child, and their parents and carers, in order to meet the individual needs of the children and to provide the highest quality of care that every child deserves. 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.

Please note that even though each child is assigned their own key person, they will also be interacting with and be cared for by, other members of staff throughout the day. Observations are taken on all children by all staff members.

Aims

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.

To ensure that within the day-to-day demands of the setting, each child for whom the key person has special responsibility feels individual, cherished and thought about by someone in particular while they are away from home.

Procedures

- Each child is assigned a key person on enrolment at the Pre-school
- All members of staff are responsible for settling the child into the setting, if a special bond or attachment occurs between a child and member of staff it will be taken into consideration
- A chat wheel (a summary of a child's likes, dislikes, interests and family life) is jointly completed by the child's parent / carer and reviewed by the key person and parent/carer
- Personalised plans for each child's well-being, care and learning are compiled by the key person and parents
- The key person is responsible for ensuring children's Learning Journals on Tapestry, are kept up to date. Using observations together with the Practice Guidance for the Early Years Foundation Stage (EYFS), to inform further planning and development opportunities
- Through small key person group activities, positive relationships between children in each key person group are promoted
- Regular support and supervision for key persons is provided by the Manager to reflect on issues and concerns regarding the children and families

Settling-in

Parents are provided with information about the setting before the child first attends and are welcome to come and have a look around at any time convenient to them during session times. The child's Early Years Passport and permission forms are requested before the child's first session.

As part of our key person system at St Eval Pre-school, we encourage the settling-in of new children gradually over a minimum of three weeks. However, this timeframe can be extended depending on how the child progresses. Understandably, it will normally take longer for a younger child who has not previously spent time away from home to settle.

We do not believe that leaving a child to cry will help them to settle any quicker. Indeed, we believe that a child's distress has a detrimental effect on their general well-being and ability to learn. It is for this reason that 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. The key person will work in partnership with parents and carers.

Observation, Assessment and Record Keeping

Children are continually observed by their key person by means of written notes, samples of work and photographic evidence. It is through observations that we are able to focus on each child individually, assess progress and, consequently, plan possible lines of development and experiences in line with the child's interests and needs. This process follows the principles of the Early Years Foundation Stage Framework (EYFS) - we achieve this by doing the following:

- Ensuring observations are made on all the children
- Documenting observations in the child's Learning Journal, a personal record of achievement and progress, and subsequently sharing with the child and their family
- Ensuring Learning Journals are kept up to date and are readily accessible to parents and carers at all times

The children's Learning Journals will stay with them all through their time before their transition to Primary School. If a child moves setting, the Learning Journal will move with them. At the end of the summer term before starting in reception in the autumn term, our Learning Journals, with consent, are passed to the reception teacher to enable her to gain information about the children's interests and needs.

