



Policy Statement

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 Early Years Foundation Stage. At Burham pre-school all new families to the setting are allocated a key person and a buddy as soon as possible.

Role of a Key Person

- A key person builds an on-going relationship with the child and his/her parents and is committed to that child's well-being while in the setting.
- We aim to allocate a key person before the child starts however if the child changes days or a keyperson leaves the children will be allocated with a new key person as soon as possible,
- The key person works in conjunction with the supervisor and their buddy during the induction of the family and whilst settling the child into our setting they will meet with parents to discuss likes/dislike, concerns etc.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent to plan and deliver personalised learning and if necessary will work with the supervisor to create individual care plans if required.
- Key persons act 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 developmental records including completing a 2 year progress check 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 setting and at home.
- Each key person has a buddy who will act as a point of contact if a key person absent.
- All staff work co-operatively to make sure all children feel settled and bonded; no child is only cared for by their key person but by all staff as a collective.
- The key person is also responsible for making sure all staff are aware of any essential care needs or issues during staff meetings.
- The key person helps to ensure that every child's learning and care is tailored to meet their individual needs. This is achieved through regular observation and assessment of children, using information gathered about their achievements, interests and learning styles to plan for each individual child's learning and development.
- If a child's progress in any of the prime areas gives cause for concern, the key person must discuss this with the setting supervisor and SENCO.

Settling-in and transitions

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. Parents are e:mailed details of visits, they are sign posted to our website and they are given a parent information pack when they start in the setting.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting and meet staff, children are given the opportunity to play whilst parents meet with staff to discuss needs and make sure all necessary records are completed.
- 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.
- All necessary documentation will be in place and signed by the parents before the child is left in our care.
- 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.
- On a child's first day at pre-school children will be collected at the door by their key person, they will say their goodbyes and taken into the setting to play. The supervisor informs new parents of their child's progress during their first session via text messages.
- We do not believe in leaving a child to cry, if we are unable to settle a child after a few tears then we would contact parents to return. We believe that a child's distress will prevent them from gaining the best from the setting.

Establishing Starting Points

When children start at the setting they arrive at different levels of learning and development. In order to help them to settle and make progress it is important that they are provided with care and learning opportunities that are suited to their needs, interests and abilities. This means establishing and understanding their starting points and whether there are any obstacles to their learning, so that teaching can be tailored to the 'unique child'.

- The aim of establishing a child's starting points is to ensure that the most appropriate care and learning is provided from the outset.
- Starting points are established by gathering information from the first contact with the child's parents at induction and during the 'settling in' period. Staff do not 'wait and see' how the child is settling before they begin to gather information.
- The key person is responsible for establishing their key children's starting points by gathering information in the following ways:
 - observation of the child during settling in visits
 - discussion with the child's parents
 - building on information that has been gathered during registration by referring to the registration form

2 Year Progress Check

- The key person will check to see if the health visitor has completed the child's 2-year progress check prior to entry and if there were any points highlighted in the check that the setting should be aware of.

BURHAM PRE-SCHOOL – STARTING PRE-SCHOOL POLICY (KEY PERSON'S)

- If a progress check has not been completed by the health visitor the key person will carry out a check on the prime areas of learning in accordance with local procedures between the age of 2-3 years in the setting, and the child should have been attending on a regular basis for at least 1 half term.
- The key person must be clear about the aims of the progress check as follows:
 - to review a child's development in the three prime areas of the EYFS
 - to ensure that parents have a clear picture of their child's development
 - note areas where a child is progressing well and identify any areas where progress is less than expected
 - describe actions the provider intends to take to address any developmental concerns (working with other professionals as appropriate)
- The supervisor and they key person meet on a regular basis to discuss children's progress and make sure that all appropriate strategies have been put in place to help the child to continue to make progress in their learning.

This policy was adopted by: *Burham Pre-school*

On _____

Date to be reviewed _____

Signed: _____ (*supervisor*)

_____ (*chairperson committee*)