Key Person Policy

We believe that children settle better 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 parent, the practitioner 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.

The children’s emotional well-being is an essential foundation for their health, happiness and ability to learn. The key worker will get to know the child well, become familiar to their likes and dislikes, attitudes and preferences, and will provide the child with particular support at key times.

We endeavour to continue to value the strong positive relationships we build up with the children and families within our setting as we want the children to feel safe, stimulated and happy within a secure and comfortable environment. We also want parents to have confidence in both their child’s well-being and their role as active partners within the setting.

Every child who attends the Nursery is assigned a key worker who will act as a bridge for the child’s transitions between their home and the nursery environment or during a significant event in the child’s life.

The key person role is set out in the Welfare Requirements of the Early Years Foundation Stage.

Procedure

- A key person is allocated on the very first settling in session before the paperwork visit. This is based upon the person who the child forms the closest attachment.

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

- The key person offers unconditional regard for the child and is non-judgemental.

- The key persons act as the key contact for the parents.

- The key person is responsible for the child’s assessments on Tapestry and for sharing information on a regular basis with the child’s parents. The key worker acts as a bridge between home and the setting as well as the setting and school.

- The key person encourages positive relationships between children in his/her key group.

- All children, as far as is possible, will have the same key person throughout their time within the units. This is sometimes difficult to fully implement due to staff holidays/sickness/training etc. Staff can also be moved to other rooms to cover absences.

- Each child is due a two-year check between the ages of 24 months and 36 months. The named key person will liaise with parents/carers about when the best time to complete this assessment will be. If this coincides with a transitional period, the current key person will ensure that the child’s new key person has an input during the assessment.
When children move units, this will be in accordance with our ‘Transitional Policy’ which states the child will become the responsibility of another key person after an informative discussion. Again, the new key person will depend upon which staff member the child forms the closest attachment.

As the child begins to settle in the new unit, parents or carers will be offered the opportunity to look around the unit and meet the new staff team.

A careful procedure of transfer of responsibility and room induction will be followed to ensure a smooth transfer from room to room, this includes a letter introducing the new key person and welcoming the family to the new unit and subsequently, a face to face meeting to ensure that the transfer has been smooth.

Throughout the nursery the regular care of all children is a shared staff responsibility, which ensures we can cover shifts, holidays and sickness absence. We are sensitive to the child’s needs and alert to preferences and personalities.

The key person will be vigilant in their role to ensure that the child’s welfare and developmental needs are met on a daily basis; this will take into regard daily routines such as nappy changing, toilet training, hand washing and the encouraging of their independence, confidence and overall development.

Key person lists are available on Tapestry, so all parents are aware who their child’s key worker is.

All practitioners will greet and settle the children on arrival and ensure that any messages are recorded and passed on to the relevant key person.

The key person will comfort the child when distressed and support him/her when learning new skills.

The key person will ensure any necessary feedback for parents/carers at the end of the day is recorded or communicated to the practitioners responsible for the handover.

Legal framework:

Children Act 1989, 2004
Every Child Matters: Change for Children, 2004
Human Rights Act, 2000
UN Convention on the Rights of the Child, 1989
Birth to Three Matters framework
Curriculum Guidance for the Foundation Stage
EYFS Welfare Requirement – Organisation
National Standards: Standard 3 – Care, Learning and Play

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Last reviewed: October 2020 Amanda Zanella