

Willoughby Way, Winklebury, Basingstoke, Hampshire, RG23 8AF

Ofsted URN:

Charity Number: 1162991

The Role of the Key-Person and Settling-in Policy

Policy Statement

W.I.S.P.S believes 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, parents/carers, employees and the pre-school by providing secure relationships in which children thrive, parents/carers have confidence, employees are committed and the pre-school is a happy and dedicated place to attend or work in.

W.I.S.P.S would like children to feel safe, stimulated and happy in the pre-school and to feel secure and comfortable with employees. We also would like parents/carers to have confidence in both their children's well-being and their role as active partners with the pre-school.

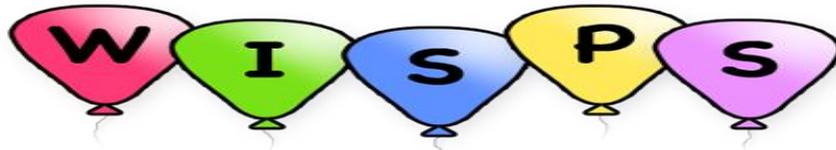
W.I.S.P.S aims to make the pre-school a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The Key-Person role is set out in the Welfare Requirements of the Early Years Foundation Stage; each childcare facility 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 childcare settings.

EYFS Key Themes and Commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
Inclusive practice Keeping safe Health and well-being	Parents as partners Key-Person	Supporting every child The learning environment	Personal, social and emotional development



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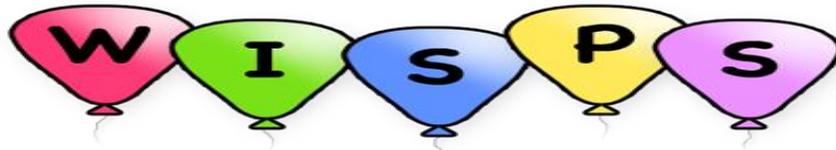
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Procedures

- W.I.S.P.S allocates each child a Key-Person prior to their first visit to the pre-school. If after 2 weeks we observe your child developing a greater bond with another Key-Person then we will speak with parents/carers and decide together the option of changing Key-Person. This is to ensure that the child feels most comfortable and happy with the Key-Person who they will see during their session time.
- All Key-People will send out a letter to the parent/carer stating that they will be the individual child's Key-Person and to ensure that parents/carers are comfortable with that decision.
- The Key-Person is responsible for the induction of the family and for settling the child into the pre-school.
- The Key-Person will offer unconditional regard for the child and is non-judgemental.
- The Key-Person works with the parents/carers 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 a child-minder, 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/carers to keep those records up-to-date, reflecting the full picture of the child in our pre-school and at home.
- The Key-Person encourages positive relationships between children in his/her key group, spending time with them as a group each day.
- W.I.S.P.S provides a co/Key-Person so the child and the parents/carers have a key contact in the absence of the child's key-person.
- W.I.S.P.S promotes the role of the Key-Person as the child's primary carer within the pre-school and as the basis for establishing relationships with other employees and children.

Settling-in

- Before a child starts to attend the pre-school, we use a variety of ways to provide their parents/carers with information. These include written information (including our prospectus and policies), displays about activities available within the pre-school, information days and evenings and individual meetings with parents/carers.
- During the half-term before a child is enrolled, we provide opportunities for the child and their parents/carers to visit the pre-school.
- The Key-Person will greet the parents/carers and introduce all employees. They will explain allocation of the Key-Person and the process this involves.



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- We may offer a home visit by the person who will be the child's Key-Person, to ensure all relevant information about the child can be known.
- The Key-Person will fill out the child's induction form over the first few weeks – which involves ensuring the child knows where toilets, wash basins, garden, toys etc can be located - and will invite parents/carers to discuss any concerns with them, we have found that children have settled quicker using this process.
- W.I.S.P.S use pre-start visits and the first session at which the child attends to explain and complete with the child's parents/carers the child's registration records.
- When a child starts to attend, we explain the process of settling-in with the parents/carers and jointly decide on the best way to help the child to settle into the pre-school.
- We have an expectation that the parent/carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.
- Younger children will 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/carer 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 they arrive, 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/carers leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- W.I.S.P.S recognises 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 for at least the first week, or possibly longer, until their child can stay happily without them.
- We reserve the right not to accept a child into the setting without a parent/carer, if the child finds it distressing to be left. This especially the case with very young children.
- Within the first four to six weeks of starting we discuss and work with the child's parents/carers to start to create their child's record of achievement.