



Policy 2.2 The role of the keyperson and settling-in

Policy statement

We believe that children settle best when they have a special person to relate to, who knows them and their parents well, and who can meet their individual needs. We are committed to the keyperson approach which benefits the child, the parents, the staff and the setting. It encourages secure relationships which support children to thrive, give parents confidence and make the setting a happy place to attend and work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make our 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.

These procedures set out a model for developing a keyperson approach that promotes effective and positive relationships for children.

Procedures

We normally allocate a keyperson before the child starts. The keyperson is responsible for:

- Providing an induction for the family and for settling the child into our setting
- Completing relevant forms with parents, including consent forms
- Explaining our policies and procedures to parents
- Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning
- Acting as the key contact for the parents
- 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 setting and at home
- Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers
- Encouraging positive relationships between children in their key group, spending time with

them as a group each day

We promote the role of the keyperson as the child's primary carer in our setting, and as the basis for establishing relationships with other adults and children. We will make sure the child also spends time with other members of staff, so that they are not unduly upset should their keyperson be off, eg. at lunch times or through illness or training.

Settling-in

- Before a child starts to attend our setting, we use a variety of ways to provide their parents with information. These include written information, a notice board within the setting and individual meetings with parents.
- During the weeks before a child is enrolled, we provide opportunities for the child and their parents to visit the setting.
- The keyperson welcomes and looks after the child and their parents at the child's first session and during the settling-in process.
- We may offer a home visit by the person who will be the child's keyperson to help build a trusting relationship and to ensure all relevant information about the child can be passed on.
- We use pre-start visits and the first session at which a child attends to go through, with their parents, the child's registration records.
- When a child starts to attend, we explain the process of settling-in with their parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative, will be available for most of the settling in sessions, gradually taking time away from their child; increasing this time as and when the child is able to cope.
- Younger children may 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 to be on hand to re- settle them.
- We judge a child to be settled when they have formed a relationship with their keyperson; for example, the child looks for the keyperson 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 leave, even for a short time, we ask them to say goodbye to their child and explain that they will be coming back, and when. It is important that parents do not 'sneak out' without saying

goodbye, as this means the child will be anxious at nursery and worried that their parent might suddenly disappear. Your child might be a little upset when you leave, but this is usually short-lived and their keyperson will comfort them. If your child does not settle we will give you a call and ask you to come back.

- We recognise that some children will settle more readily than others. We expect that the parent will honour the commitment to be available for at least the first week, until their child can stay happily without them.
- 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. This is especially the case with younger children.
- Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.

The progress check at age two

- The keyperson carries out the progress check at age two in accordance with any local procedures that are

in place and referring to the guidance *A Know How Guide: The EYFS progress check at age two*.

- The progress check aims to review the child's development and ensures that parents have a clear picture

of their child's development.

- Within the progress check, the keyperson will note areas where the child is progressing well and identify areas where support might be needed.
- The progress check will describe the actions that will be taken by us to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The keyperson will plan activities to meet the child's needs within the setting and will support parents to

understand the child's needs in order to enhance their development at home.

Approved by nursery subgroup: June 2023

Next review: June 2025