



St. Michael's Pre-school

Policies and Procedures

4.1 The role of the key person and settling-in

Policy statement

At St Michael's preschool we believe that children settle best when they have a key person to relate to, who knows them and their parents/carers well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents/carers, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, our staff are committed and the setting is a happy and dedicated place to attend or 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/carers 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.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, which states each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

Procedures

- All staff will take observations on children monitoring their development and progress.
- We allocate a key person within the first two weeks of a child starting.
- The key person is responsible for:
 - Offering unconditional regard for the child and being non-judgemental.
 - 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.

Settling-in

- Before a child starts to attend our setting, we use a variety of ways to provide his/her parents/carers with information. These include written information (including our prospectus and policies) , information days and evenings and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents/carers to visit the setting.
- We use pre-start visits for children and parents/carers and necessary documentation is given to them to complete.
- When a child starts to attend, we explain the process of settling-in with his/her parents/carers and jointly decide on the best way to help the child to settle into the setting.
- We recognise that some children will take longer to settle in
- . Children who have had a period of absence may also need their parent/carer to be on hand to re-settle them.
- We will support children and their parents while the child is settling into the environment.

The progress check at age two

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and refers 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.

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/carer.

This policy was adopted by

St Michael's Trustee Committee

On

~~10/05/2022~~ 17/05/2024

Date to be reviewed

Every 2 years or as required

Signed on behalf of the provider

Victoria Pearmain

Name of signatory

Victoria Pearmain

Role of signatory (e.g. chair, director or owner)

Chairperson

Other useful Pre-school Learning Alliance publications

Statutory Framework for the Early Years Foundation Stage : With non-statutory supporting documentation (EYA 2017)

Being a key person in an early years setting (EYA 2015)

Creating a learning environment in the home (EYA 2015)

