



Crestwood Pre-school



General Welfare Requirements: Organisation

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

Child care practice

4.4 The role of the key person and settling in

Policy Statement

We believe 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, the parents, the staff and the setting. By providing secure relationships in which the children thrive, parents have confidence, 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 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 Welfare Requirements of the Early Years Foundation Stage. We offer 2 key persons to each child and their family.

The following procedures set out our model for developing a key person approach that promotes effective and positive relationships for all children within our Pre-school.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

Procedures

- We allocate the 2 key persons before your child starts.
- If a home visit is requested before your child starts, this will be done by the 2 key persons.
- The key persons are responsible for the induction of your family and settling your child into our setting.
- The key persons offer unconditional regard for your child and are non-judgemental.
- The key persons work with your family to plan and deliver a personalised plan for your child's well-being, care and learning.
- The key persons act as the main contacts for the parents and have links with the other carers involved with the child, such as a childminder or another Preschool/Nursery, and co-ordinates the sharing of appropriate information about your child's development with those carers.
- The key persons are responsible for developmental records and for sharing information on a regular basis with you, the child's parents to keep these records up-to-date, reflecting the full picture of the child in our Pre-school and at home.
- The key persons encourage positive relationships between children in their key groups, spending time with them as a group each day.
- We have 2 key persons for each child to ensure that one familiar member of staff is always available for you and your child.
- We promote the role of the key persons as the primary carers in our Pre-school and as the basis for establishing relationships with other children and staff.

Settling-in

- The key persons will come to the reception area to greet you and your child on their first session and to show you the system for seeing your child into the setting each time they come.
- The key persons will spend the first session with you and your child going through the prospectus, child's file, registration form, policies and all other administration issues whilst helping your child to settle into the routine and finding out which activities they like best.
- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available in our Pre-school, open days and individual meetings with parents.
- During the half-term before a child starts, we provide opportunities for the child and his/her parents to visit our Pre-school.
- We offer a home visit to meet your child and you in your own home to allow your child to feel secure when they first start at our Pre-school and to give you the opportunity to share information about your child.
- We use any pre-start visits and the first session to discuss with the parents the process of settling in, and jointly decide the best way to help settle the child into our Pre-school.
- Some younger children may take longer to settle in, as may children who have not previously spent time away from home or their parents. Children who have had a period of absence may also need extra support to settle back in.

- We judge a child to be settled when they have formed a relationship with their key persons; for example the child looks for the key person on arrival, 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, we ask that they say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others but that some children who appear to settle rapidly may not be ready to be left. We expect that parents will honour the commitment to stay for all or part of sessions, until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle in quickly and will prevent them from learning and enjoying the session. Therefore, if your child does not stop crying shortly after your departure we will reassess the settling in process with you.
- 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 very young children.
- Within the first six to eight weeks of starting you will be invited to a meeting with your child's key persons to discuss how they have settled and to start to create your child's achievement file.

This policy was adopted at a meeting of Crestwood Pre-school Committee

Held on _____ **Date to be reviewed** _____

Signed on behalf of the management committee _____

Name of signatory _____

Role of signatory _____