

Key Person and Settling In

Burwell Early Learners (BEL) and After School Club (ASC) (Reception age children) believes that children settle best when they have a key person to relate to, who knows them and their parents, and who can meet their individual needs. We are committed to the key person approach which benefits the child, parents and the setting. It encourages secure relationships which support children to thrive, give parents confidence and make the setting a happy 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 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 Welfare Requirements of the Early Years Foundation Stage.

Procedures

- Parents will be informed of their child's key person prior to starting or at their first session.
- The key person, along with the Manager and Room Leader, is responsible for the induction of the family and for settling the child into our setting, completing relevant forms with parents, including consent forms.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers as necessary. This is backed up by the Room Leader when staff are unavailable.
- A key person is responsible for developmental records and for sharing information 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.
- We promote the role of the key person as the basis for establishing relationships with other staff and children.

Settling-in

- Before a child starts to attend BEL, we use a variety of ways to provide his/her parents with information. These can include written information (including our prospectus and policies), displays about activities available within the setting, information days and individual meetings with parents.

- We use pre-start visits (stay and play with parent) and the first session at which a child attends to explain and complete with his/her parents the child's registration records if necessary and to jointly decide on the best way to help the child to settle into the setting.
- We judge a child to be settled when they have formed a relationship with staff, 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 them to 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 are not ready to be left. We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- 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 and the right to contact parents to collect their child if they are too distressed to stay.

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 referring to the guidance A Know How Guide: The EYFS progress 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 progress is less than expected.
- The keyperson will implement 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.