



4.1 Key person

4.1 The role of the key person

Policy statement

At Little Gillies we believe that the children settle best when they have a key person someone to relate to, who knows them and their parents well and who can also meet the child's individual needs.

We want children to feel safe, stimulated and happy when they are at the setting and to feel secure and comfortable with all staff. We also want parents to have confidence in both their children's well-being and their roles as active partners within the setting.

We aim to make Little Gillies 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

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

Procedures

A key person is allocated before the child starts

The key person works in the induction of the family and the child when starting.

The key person offers unconditional regard for the child and is non-judgemental

The key person works with the parents to plan and deliver a personalised plan for the child's well-being, care and learning taking the lead from the parents.

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.

The key person encourages positive relationships between the children in his/ her key group, spending time with them as a group each day.



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We provide a buddy system so that if the key person is away the child and parents have a key contact for that day.

We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

Settling in

Before a child starts we use a variety of ways to provide their parents with information. This includes being directed to our policies, coming for a visit to meet the staff.

An all about me is also given to the parents to fill out to help staff understand more about the child and the plan for their first day

The key person welcomes and looks after the child and their parents at the child's first session and during the settling in process

The first six weeks of starting we discuss the work with the children parents to begin to create a child record of achievement through tapestry

Progress check at Age 2

Carries out of progress check at Age 2 in accordance with the local procedures that are in place and referring to the guidance of a know how guide the eyfs progress check at Age 2

Development and show the parents have a clear picture of their child development

The progress check is done of the three prime areas of the EYFS

We will identify where the child currently is and next steps to progress

This will be discussed with the parents and there input of the check will be added

This will then be signed by everyone when it is complete

All policies and procedures are implemented, reviewed and updated on an annual basis or in line with any changes to local and national guidance/legislation in conjunction with the registered person.



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This policy was adopted at a meeting of Little Gillies

Held on.....

Date to reviewed

Signed on behalf of the provider.....

Name of signatory.....

Role of signatory.....

Reviewed by Sarah Beresford

Date June 2023