4.1 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 know them and their parents well, and who can meet their individual needs. We are committed to the key person approach which benefits the child, the parents, the staff and the setting. It encourages secure relationships which support children to thrive, gives 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 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.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. 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

- We allocate a key person before the child starts.
- The key person is responsible for:
  - Providing an induction for the family and settling the child into our setting.
  - Completing relevant forms with parents/carers, including consent forms.
  - Directing parents to our policies and procedures and where these can be found.
  - Offering unconditional regard for the child and being non-judgemental.
  - Working with the parents to plan and deliver support for the child's well-being, care and learning.
  - Acting as the key contact for the parents.
  - 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.
  - 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 the setting.
- 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 adults and children.

Settling-in

- Before a child starts to attend our setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus) and details about activities available within the setting.
- We require parents to visit the setting with their child before starting to become familiar with the facilities that the Pre-School has to offer.
- The key person usually welcomes the key child and his/her parents at the child's first session and during the settling-in process.
- We use settling in visits to explain and complete the child's registration records with parents/carers.
- We have an expectation that the parent, carer or close relative will stay for the settling in sessions.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- 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 too distressing to be left.

The progress check at age two

- The key person (with the help of a senior member of staff where necessary) carries out the EYFS progress check between the age of two and three.
- The progress check aims to review the child's development on the Prime Areas of the EYFS and ensures that parents have a clear picture of their child's progress.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- 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 key person 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.

This policy was adopted by	Springfield Bees Pre-School
On	15/12/25
Date to be reviewed	15/12/26
Signed on behalf of the provider	
Name of signatory	
Role of signatory (e.g. chair, director or owner)	