



Ollie's Trust

Nursery, Breakfast & After School Club

C/o Goosnargh Oliverson's CE Primary School, Goosnargh Lane, Goosnargh, Preston PR3 2BN

Telephone 01772 866415 between 7:45am and 6:00pm

website : www.olliestrust.co.uk

Child Care Practice

The Role of the Key Person & Settling-in

Policy statement

Here at Ollie's 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 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 at Ollie's 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 us all.

We aim to make Ollie's 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. It states that the key person has a responsibility for working with a small number of children, making them feel confident in the environment and safe, reassuring parents and gaining their confidence in you to ensure that their child's needs are being met appropriately, and that records of development and progress are shared with them and other professionals if needed.

Ofsted Registration No: 309872

Preschool Learning Alliance Member: 104284

Procedures

- We allocate a key person before the child starts, although this may not be set in stone as children do take to other staff members easier, therefore would be more beneficial to the child and their parents if the key person was the adult the child prefers the most.
- The key person is responsible for the induction of the family and for settling the child into our setting.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person asks the parents' permission to seek links with other carers involved with the child, such as a child-minder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- A key person is responsible for 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.
- The key person encourages positive relationships between all the children in the nursery, not just with the other children in her/his group.
- We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person.
- 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 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), activities/fun days or fundraising events available throughout the months leading up to the child starting as well as information/open days and evenings for parents to meet with all the staff. Individual meetings can be made with the manager or key person at any time.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting and come along for play sessions.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.

- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- In situations where a child does not settle easily, especially when it's for a full day, we make a promise to all our parents that we will not allow their child to become anxious and very upset, but will ring them to come and pick up their child earlier.
- We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, 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 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 always happy to be left. We expect that the parent will continue to work closely with their child's key person, continuing the agreed procedure until their child can stay happily at nursery.
- 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. This is especially the case with very young children.
- Within the first four to six weeks of starting the keyworker discusses and works with the child's parents to start to create their child's 'Learning Journey' file. This is the file in which the key person collates all the observations, evidence and pieces of work in which the child has achieved at Ollie's. Parents can also add information or achievements their child gains whilst at home, evidence of trips out or holidays can also be added by parents.
- The key person will regularly write an updated report in which 2-3 objectives are set for the parents and key person to work on with their child, at home and in Ollie's. These are then evaluated before more are set. These reports are shared with parents and given space for parental comments to be made before adding it to their child's learning journey file.
- It is the key persons responsibility to monitor and assess the child's developmental achievements against the development matters objectives set out in the EYFS. Any evidence and concerns regarding the child's learning and development must be

