

THE ROLE OF THE KEY PERSON AND SETTLING-IN POLICY AND PROCEDURE FOR WHIZZ KIDS PRE-SCHOOL

Please also see

- Safer Recruitment

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 children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

The key person role is set out in the Welfare Requirements of the Early Years Foundation Stage. Each setting must offer a key person for each child.

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

Procedures

- We allocate a key person before the child starts.
- The key person is responsible for the induction of the family and for the settling-in of the child into our pre-school.
- 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.

- The key person acts as the key contact for the parents and has 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 the 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 pre-school and at home.
- The key person encourages positive relationships between children in his/her key group, spending time with them as a group each day.
- We promote the role of the key person as the child's primary carer in our pre-school and as the basis for establishing relationships with other staff and children.

Staff Supervision/Appraisals

The Early Years Statutory Framework states that:

“Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.”

Supervision is a formal and recorded process through which the professional actions of staff are examined and regularly reviewed. It provides a recorded system of decision making that is audited to improve practice and to improve the service that is provided to children and parents.

At Whizz Kids all practitioners who work directly with children and their families have a termly supervision with the room manager. These supervisions ensure members of staff have access to the support, training and procedures they require for their continued professional development. During these supervisions, we are able to examine and reflect on the quality of our practice.

Supervision meetings provide opportunities for staff to:

- discuss any issues - particularly concerning children's development and well-being
- identify solutions to any issues as they arise
- receive coaching/mentoring to improve their personal effectiveness
- discuss any concerns they have about inappropriate behaviour by colleagues

The supervision meetings are conducted in line with existing procedures and are held in a confidential space suitable for the task. Each member of staff has a file which holds a copy of the supervision agreement and their supervision record form. The supervision file is stored securely at all times.

During supervision meetings staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings relating to themselves (or anyone in their household) which may affect their suitability to work with children that have occurred during their employment with the setting.

Appraisals are conducted annually and all previous supervisions are referred to and discussed. The purpose of the appraisal is to discuss an individual's practise, including areas they are pleased with, areas they would like to improve and their objectives for the coming year.

Settling-in

- Before a child starts to attend our pre-school, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies) and information displayed within our pre-school.
- Before a child starts, we provide opportunities for the child and his/her parents to visit our pre-school.
- We allocate a key person to each child and his/her family before he/she 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.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records and 'all about me booklet'. We also use these visits to explain the process of and the best way to help the child to settle in to our pre-school.

- Younger children may 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 parents to be on hand to resettle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for their 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 reserve the right not to accept a child into our pre-school without a parent/carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first 1-3 weeks of starting we discuss and work with the child's parent to start to create their child's record of achievement.

This policy and its procedures was adopted at a meeting between Mrs Sara Ward and Terina Wilkinson, Managers, on 26th November 2019 and will be reviewed annually or sooner if necessary.

Signed by Mrs Sara Ward
Manager

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And
Mrs Terina Wilkinson
Manager

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