**4.1 The key person and settling-in**

**Policy Statement**

**EYFS 2023:**

**Key person 3.27 EYFS 2023.**

**Each child must be assigned a key person. Their role is to help ensure that every child’s care is tailored to meet their individual needs (in accordance with para 1.16) to help a child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.**

**‘Each child must be assigned a key person (also a safeguarding and welfare**

**requirement - see paragraph 3.27). Providers must inform parents and/or carers of the**

**name of the key person, and explain their role, when a child starts attending a setting.**

**The key person must help ensure that every child’s learning and care is tailored to meet**

**their individual needs. The key person must seek to engage and support parents and/or**

**carers in guiding their child’s development at home. They should also help families**

**engage with more specialist support if appropriate.’**

**Procedures**

* We allocate a key person before the child starts, however this can change as the child starts with us and they build stronger relationships with other staff.
* Before the child starts at preschool the key worker will find out any relevant information about the child and their families before going on a home visit.
* The key person and another member of staff then attend the family home and conduct a home visit.
* During the home visit the key person gathers up relevant information to ensure that the child’s start to preschool is as settling as possible.
* The key person's role from the start of the home visit and throughout the child’s time with the setting is to ensure that they plan and personalise the child’s care, well being and learning. This is done through good communications with parents and carers and following the children’s voice and their interests.
* The key person is responsible for developmental records and for sharing information on a regular basis with the child’s parents/carers to keep those records up-to-date. Some of the ways in which we do this include handover times at the end of the day, parents evening meetings, Parents zone, Our online learning journal, Whats app and emails.
* The key person ensures the child’s interests are available as part of the preschool provision on their first day to help with the setting process.
* The key person tries where possible, to be readily available on the child’s first day to meet them and their parents/ carers and support them through the settling in process.
* The key person ensures they make contact with the parent/carer and shares with them about their child’s first day. This is done by sending photos through whats app and uploading them to our online learning portal called parents zone.

*Settling-in*

Before a child starts to attend the pre-school, we use a variety of ways to provide parents with information including written information, displays about activities, information days and meetings with parents.

* The term before the child starts with us, we invite the families into one of our family play sessions to allow them to explore the preschool and the surroundings and meet some of our families that are already with the setting.
* We arrange a home visit for the child’s allocated key person to attend to see the child in their own environment and to begin to build relationships with the child and their families. This happens the week before the child starts at preschool.
* The key person tries where possible, to be readily available on the child’s first day to meet them and their parents/ carers and support them through the settling in process. If the key person is not available the other member of staff that attended the home visit will greet them, as a familiar face for the child.
* If the child is struggling to settle for many different reasons, we will work with the parents and jointly decide on the best way to help and support the child in the best way to settle.
* When parents leave it is important that they say goodbye to their child and explain that they will be coming back, and when they will be back. This is to support the child’s wellbeing and attachment.
* We believe that if a child is distressed or upset this can prevent them from learning and gaining the best from the setting so we may call the parent and ask them to collect their child early.
* **This policy was adopted at a meeting of Woolston Pre-Schools held in March 2012**

**Latest Review November 2023**

**Role on committee: Chair**

Signed by

Date

Name of Signatory:

**Woolston Preschool manager**

Name Gemma Woodward

Date

Signature