



Key Person Policy

The EYFS says: Paragraph 3.27 - 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 to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

We believe that it is important to encourage our parents/carers to get involved with their child's nursery life – as much as possible. We feel we have a good level of communication with all our parents/carers and the Key Person system enhances this. The Key Person System plays a vital part in the Social and Emotional development of the child and giving reassurance and working with parents to build a close relationship. We feel that it helps the parent/carer to find out or share information in a confidential and sensitive manner.

Our main aim using the key person system is to allow your child to feel happy, confident and comfortable within the nursery, knowing that they have a strong attachment to at least one member of staff for when their primary care givers are not there. This in turn allows the parent to feel comfortable and confident in their child's emotional state when they are taken to nursery. The Key Person System is constantly being revised to ensure that the best practice and the highest standards are being achieved.

This policy will provide staff with a framework in which to operate the nursery key person system. It will define for staff the roles and responsibilities of a key person and how those roles and responsibilities translate into practice. By sharing with and gathering information from parents / carers relating to individual children, staff will be able to develop a full and accurate picture of each child's level of skill, knowledge and understanding, and their interests. This will enable staff to closely match provision to each child's individual needs.

WHAT IS A KEY PERSON?

In order to ensure every child in the nursery is given the appropriate level of attention and care, a key person is appointed for each child. A key person is a named member of staff in an Early Years setting assigned to an individual child to support their development and act as the key point of contact with that child's parents or carers. The key person has special responsibilities for working with a small number of children and helps build and develop positive relationships with children and between parents, carers and staff. The key person is the family of the child's initial, but not exclusive, point of contact with the nursery. Other staff will also maintain contact as it is unlikely that the key person will always be on duty every time the child is brought to or collected from the nursery. If a key person is away ill or on annual leave a co-key person will be taking over to ensure continuity.

Management of key person

All staff working in the nursery playrooms, namely the Deputy Manager, Room Leaders and Nursery Practitioners are required to assure key carer responsibilities. The Room Leaders supported by the Manager, will oversee the key person responsibilities of the staff in the playrooms.

Children's records of development and learning will be regularly monitored under the EYFS and ensured they are updated regularly and to a high standard. The room leaders are responsible for ensuring fair and even distribution of key person responsibilities and will monitor at regular intervals each key person's assigned children.

The guiding principles by which the key person policy will be managed are:

- To build a trusting relationship with the child and their parent/carer.
- To ensure the happiness and welfare of the child within a stimulating and safe environment.
- To ensure a smooth settling in for all key children both into the nursery, to their next room and ultimately onto school.
- To collect all relevant information about key children's specific needs from the parent/carer. Information should be recorded in the child's individual care plan. Management should be informed of any issues/requirements related to the child.
- To plan and provide a range of stimulating and age appropriate activities for key children to assist with their learning and progression.
- To continually assess key children and relate the assessment to EYFS planning.
- To value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning.
- The key person will help to ensure their key children feel safe, secure and confident, and they are supported to develop to their full potential. Their parents/carers need a trusted person who they can talk to about their child's individual needs.
- When a child settles, the assigned key person will complete a baseline assessment, which will be shared with parents and carers.
- The key person is responsible for a group of children, but as a staff member of a room, is also responsible for all the children in their care.
- Where a child is attending other childcare settings at the same time as coming to Happy Tots, the key person will share information with those settings via the "All About Me" records.
- To complete a '2-Year-Old Check' in the term the child turns 2.
- Key person to arrange a "working in partnership with parents" (WIP) meeting with the parent/carer to discuss the child's progress and/or any developmental concerns the check brings to the key person notice.
- Discuss development concerns with parents and make contact with appropriate professionals with parents' consent.
- Discuss development concerns with the nursery SENCo and follow up referrals made to professionals e.g Speech and Language
- To ensure that parents/carers are kept informed of the child's day to day experiences.
- To change and check key children's nappies as required and to assist with potty/ toilet training and other intimate care needs.
- It is the Room Leader's ultimate responsibility to ensure that this happens during sickness or other key person absence. Parents/carers are to be informed.
- The key person will assist the parent/carer and child with the settling process, taking time to listen to questions, and provide answers.
- Where a child is transitioning from one room to another, key persons from each room will liaise together to ensure information is passed on correctly. A room moving form will be completed and the parent/carer notified in letter and introduced to their child's new key person.
- The key person will complete the 'Care plan' with the parent/carer at the child's first settle and ensure that the other team members are aware of any allergies or special requirements.
- The key person will be the main contact responsible for greeting the parent/carers and child at their settles, so that a bond can be established.

- The key person will be planning for their key children during activity times. This is a good opportunity to record observations and complete assessments. The key person is responsible for recording accurate observations of their key children and linking to the appropriate stage within the EYFS Development Matters guidelines. The observations will be used to aid planning next steps for child's learning and development.
- The key person needs to record basic information daily about their key children such as sleep times, mealtimes and anything exciting or notable that happened during the day. This information is then passed on to the parent/carer at the end of the child's session.
- When the child is due to leave nursery, the key person must ensure that their learning journey file is fully up to date and that it is handed to the child's parent.
- The nursery is fully committed to continually evaluating its key person practice, managing changes and transitions as sensitively as possible and ensuring each child feels special and has the opportunity to develop an attachment.
- The Nursery Manager is ultimately responsible for managing and maintaining the key person policy and procedure.

Daily Methods

The Key person for your child will be responsible for:

- To settle new children into the nursery/room gradually and being present during the initial settling in week as much as possible, particularly the first 2 to 3 days.
- Assessing and observing your child's development, recording information in your child's Learning Journal and ensuring that activities are planned are challenging for individual children.
- Whenever possible meet the needs of key children during mealtimes, Nappy changing/toilet training/change of clothing and sleep times.
- Assessing any Special Educational Needs and informing the SENCO if necessary
- Filling in a daily diary sheet to hand to you at the end of each day
- Educational encouragement ensuring that all activities meet your child's needs and abilities
- Your child's behaviour management – ensuring boundaries are clear but fair
- Assisting a member of the management team whilst administering any medicines to your child
- Your child's all-round development. Working towards the Early Years Foundation Stage framework
- Comforting your child at sleep time – if needed and/or if they become upset or emotional.

Whilst we make every effort to ensure that the Key person is available for parent/carers to speak to, we remind parents/carers to be mindful of shift patterns that are in place. In the event of the Key person being unavailable, a co-key person will liaise with you and pass on relevant information also known as child's secondary key person.

We can demonstrate our love for the children in our care by:

- Spending quality time with them
- Keeping children's best interests at heart and holding them in mind
- Showing a genuine interest in their lives
- Using positive touch in interactions with children e.g. offering a child a hug or a high 5 or allowing a younger child to sit on our lap during a story
- Building positive relationships and secure attachments with children

- Using positive, affirming and encouraging language e.g. labelled praise and words that build self-esteem
- Creating cosy corners for children to cuddle up with us and listen to a story
- Building nurture times into our routine when children can re-fuel emotionally
- Engage in genuine consultation with children about issues that affect them, value their ideas and, whenever possible, act upon them
- Create resources or plan activities with specific children in mind, reminding them they are special
- Doing something to help the children or an act of service for the children e.g. helping them to find their shoes, or finding the specific shaped block they have been searching for
- Helping children to understand the concept of love, talking about people who love them and how to act in loving and caring ways
- Role modelling acting in loving and caring ways ourselves
- Sharing picture books specifically about love and special relationships
- If appropriate, allowing children to choose their own key person (the person that they gravitate towards)
- Ensuring that professional love or a loving pedagogy is defined and described within our setting’s policies.

Room meetings:

Effective and regular communication amongst staff will provide support and promotes the interests of children. Staff will share ideas and information on their key children during scheduled room meetings, this will offer staff the opportunity to support each other and promote good teamwork. Staff may discuss any issues, particularly concerning children’s development or well-being confidentially, actions or next steps for individual children and ideas and suggestions to improve the general practice within the room to support the children’s learning.

Policy adopted/updated	Signed on behalf of the company	Date for earliest review
January 2018	Barbara Karda	December 2018
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