



## Ladybird Playgroup Thriplow CIO – The Role of the Key Person and Settling-in Policy

School Lane, Thriplow, Royston, Herts, SG8 7RH

CIO Charity Number 1162435

Tel: 01763 208055 Email: [ladybirdplaygroupthriplow@gmail.com](mailto:ladybirdplaygroupthriplow@gmail.com) Web: [www.ladybird-playgroup.co.uk](http://www.ladybird-playgroup.co.uk)

### The Role of the Key Person and Settling-in Policy

#### Statement of intent

We believe that children settle in best when they have a key person to relate to, who knows 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 at the Ladybird Playgroup Thriplow CIO 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 the setting.

#### Aim

We aim to make the Ladybird Playgroup Thriplow CIO a welcoming place where children settle in 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 for settling the child into our setting.
- Completing relevant forms with parents, including consent forms.
- Explaining our policies and procedures to parents with particular focus on policies such as safeguarding and our responsibilities under the Prevent Duty.
- Offering unconditional regard for the child and being non-judgemental.
- Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.



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- Acting as the key contact for the parents.
- 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.
- 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 her/his 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 setting, and as the basis for establishing relationships with other adults and children.

Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include a registration pack that can be downloaded from the website or collected from the setting. Upon starting, they receive an information sheet.

During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting for taster 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. 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 work in.

We may offer a home visit by the person who will be the child's key person, to ensure all relevant information about the child can be made known.

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 answer any questions.

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.

We have an expectation that the parent, carer or close relative, will support the child and staff during the settling-in period.

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.



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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 ready to be left, so we expect that the parent will work with staff to settle their child.

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 Ladybird Playgroup Thriplow CIO.

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.

### Further information

- Statutory Framework for the Early Years Foundation Stage: With non-statutory supporting documentation (Pre-school Learning Alliance 2017)
- Being a Key Person in an Early Years Setting (Pre-school Learning Alliance 2015)
- Creating a Learning Environment in the Home (Pre-school Learning Alliance 2015)

Any temporary staff must be trained to proficiently and safely administer medication and medical procedures for individual children. They must also adhere to the guidelines and procedures on caring for the individual needs of children with SEND, as detailed in their Health Care Plans. *8.4a Prioritised Place Risk Assessment* should be used to identify any risks that may be incurred due to a change in key person for such children.



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This policy was adopted at a meeting of the Ladybird Playgroup Thriplow CIO	
Held on (date)	
Signed on <i>behalf</i> of the Ladybird Playgroup Committee	
Role of signatory (e.g. chairperson etc.)	
Signed by Playgroup Leader/Deputy	
Name of Playgroup Leader/Deputy	