

General Welfare Requirement: Organisation

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.



Child care practice

The role of the key person and settling-in

Policy statement

Hollyfield Preschool Nursery provides a welcoming, stimulating and secure environment where children and families from all backgrounds and cultures are valued. We respect children's rights, listening to children and putting their needs at the heart of our work. Our inclusive nursery community works together to promote equality, encouraging and supporting each child to develop their potential and sense of identity. We develop our children's curiosity and challenge them to achieve their best and become self-confident and independent learners. We are committed to safeguarding and promoting the wellbeing of all children and expect our staff and volunteers to share this commitment.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

Our Nursery Values 'SPARKLE'

S – We provide **Security** which enables **Self-belief**. This in turn makes each child feel **Special** which gives **Strength** of character.

P – **Practitioners** teach with **Passion** and support children in being **Playful, Persistent** and **Proud** learners

A – We help children to successfully **Adapt** to new environments and routines. This means children feel secure to **Actively Achieve** their goals.

R – Practitioners strive to have positive and open **Relationships** with all families who come to nursery. We support our children to be **Responsible** and **Resilient** learners

K – Our children are **Keen** learners who show **Kindness** to all around them with support from our positive behaviour systems. Children are **Knowledgeable** about their rights and help each other to stay safe as well as express their feelings.

L – Our **Leadership** is robust and fosters a **Loving** environment both for practitioners and children to have a **Love** for **Learning**

E – We ensure **Equality** which supports **Empowerment** in taking steps in our own learning. Children and staff are **Enthusiastic** and **Eager** to keep learning.

The UN Convention on the Rights of the child

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC)

UNIVERSAL – Rights are for all children all over the world

INHERENT – All children are born with these rights

INALIENABLE – Rights cannot be taken away

UNCONDITIONAL – Rights do not have to be earned

INDIVISIBLE – All rights are equally important

Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right always applies, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law

Article 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up

Article 15 (freedom of association)

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 19 (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Introduction

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 in the setting 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. We aim to make the setting 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 (EYFS). Each setting must offer a key person for each child. The procedures set out a model for

developing a key person approach that promotes effective and positive relationships for children who are in settings.

Procedures (Please be aware that our procedures may vary during the pandemic)

- We allocate a key person before the child begins with us, however there are times when a child may form a bond with a different key person or children in another group and when this is the case, we may ask your permission to change the child's group.
- 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 acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, 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 children in her/his key group, spending time with them as a group each day.
- 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.
- The key person is responsible for assessing the child's individual development for their time at our setting
- The key person will contact the child's next key person to hand over vital information to ensure a smooth transition from one group to another or from our setting to the next.
- The key person is expected to attend meetings, should any be needed with other agencies including for safeguarding reasons
- The key person is expected to undertake courses (Continual professional development) to support individual children's needs in their group

Settling-in

- Before children begin attending the setting, we use a variety of ways to provide parents with information. These include written information (including our website, prospectus and starting booklet), displays about activities available within the setting, information days/open evenings, phone calls and individual meetings with parents.

- Before the child's given starting date we provide opportunities for the child to visit the setting for stay and play sessions.
- 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 but this is at the discretion of staff.
- We use stay and play visits to ensure the child's registration records are completed and understood.
- When a child starts to attend, we explain the process of settling-in with 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 from a previous setting may also need extra settling time.
- 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 they arrive, 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.
- We recognise that some children will settle more readily than others and should this be the case, the child's key person may offer for your child to start earlier than planned.
- Some children take longer to settle for many reasons and in this case, the child's key person will discuss the most appropriate way in moving forwards to accommodate the child. This could be a short-term plan where the child is left for an hour a day which is built up over time until the child feels confident enough to stay for the duration of their planned sessions with us.
- 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. Therefore, we will call parents to collect their child if we feel it necessary. We also encourage parents to call nursery and check on their child to ensure they have settled for the day.
- Through years of experience, we find that children settled quickest when parents say goodbye to their child at the door, wish them a lovely day and reassure the child that they will be back for them later in the day. It can be helpful if parents say 'after lunch' or 'at 3.15' as we have a visual routine timetable which children follow to get them through the day.
- 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, we discuss and work with the child's parents to start to create their child's record of achievement.

This policy was adopted at Hollyfield Preschool Nursery's Staff meeting in June 2012

Date to be reviewed – September 2022

Signed on behalf of the management team –

Name of signatory –

Role of signatory -

Other useful Pre-school Learning Alliance publications

- Play is What I Do (2010)
- EYFS (2020)