



# **Cherubs Preschool**

## **4. Key Person**

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# Key Person

## 4.1 The role of the key person and settling-in

Cherubs Preschool 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.

### **Procedures**

We allocate a key person before the child starts.

Where children are to attend with Special Educational Needs or additional needs, a home visit is carried out before the child starts, wherever possible. This is done by the manager and the key person.

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.

### **Settling-in**

Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus), displays about activities available within the setting and information/open days.

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.

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.

We have an expectation that the parent, carer or close relative, will stay either on the premises or close by for most of the session during the first week.

We judge a child to be settled when they have formed a relationship with their key person; and 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 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.

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 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 on .....**

**By:**