



Settling In and Keyperson Policy

Statement of Intent

We want children to feel safe, stimulated and happy in the pre-school 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 pre-pre-school.

Aim

We want every child to feel safe and confident here at Stockton House Pre-pre-school within a special relationship with a key person for the child to thrive. We create a welcoming environment where children settle quickly, providing individual care to the child by working closely with parents.

We recognise that for some children and parents, starting a new setting can be a worrying time. We make sure we have robust settling in procedures and a key person approach for us to get to know the child and parents, giving them the reassurance to feel safe.

As outlined in the EYFS: '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 parents'.

Methods

- Before a child starts to attend the pre-pre-school, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about pre-pre-school activities, information days and evenings, individual meetings with parents and Friends of Stockton House.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the pre-pre-school.
- Before the child starts to attend pre-pre-school his/her parents must complete a medical form and care plan (if applicable) and immediately inform the staff of any change.
- When a child starts to attend, we work with his/her parents to decide on the best way to help the child to settle into the pre-pre-school.
- We allocate a key person to each child and his/her family, before she/he starts to attend; the key person looks after the child during their time at the pre-school.
- During their time at pre-school the key worker is happy to discuss the child's work after a session or at a convenient for both parent and staff. We also hold a family evening in October and parents evening in July.

Implementation

- We start the settling in process before entry as we recognise this as a crucial time to build relationships and establish a two-way dialogue.
- We provide parents with all the relevant information before a child starts.
 - New parents meeting – to meet all the early years team, find out about the curriculum and if the parents choose, to walk around the setting.
 - Early years' prospectus and a welcome pack and a little photo book for the child given on the introductory visit. This book has pictures of the Nursery/KG,

practitioners, everyday routines and the child's pegs/ drawers. These can be shared by the parents and child so they are aware of what will happen when they come to our setting.

- All relevant policies and procedures are explained during these information sharing opportunities and available on our website and notice boards
- We explain the settling in process to parents however, we are flexible to meet the parent's and child's needs. We recognise that different children (including English as additional language children) have different ways to be settled/ the length of the process may be different, but we work with the parents to devise a strategy together.
- Opportunities are available for the child, with the parent to visit prior to starting. We encourage at least two visits but cater to the individual child. This visit provides an opportunity to get to know the staff, talk about the individual child, any particular needs and familiarise themselves with the setting. The key person is also available to visit the child's current nursery to interact and meet the child.
- Parents are asked to complete registration forms and "initial profile" form, for the key person and other staff to get to know and help the child to settle more easily.
- Every child in Nursery and Kindergarten is assigned a key person during the initial stages who helps the child to become familiar with the setting and develops a close relationship with them and the parents.
- When allocating the key person, rotas are considered and also children's choices are respected as they are often drawn to an adult.
- The key person helps the child to settle in gradually. Where possible they greet the child in the morning. At the end of the day, the key person, where possible, can tell the parents about the child's day. If the key person is not there, due to our in the moment planning and room organisation all staff are aware of what has been happening during the day.
- During the first days, children are shown where their peg and self-registration labels are. Lots of group opportunities are provided to develop the children's Personal, Social and Emotional Development skills.
- There are always the occasions when children are distressed when they come in. Parents are encouraged to call in if they so wish to see how their child has settled or the pre-school will call them if they wish.
- The key person meets that child's needs – e.g. personal needs (toileting); providing comfort if they are upset; supporting them with their independence skills (dressing, undressing); supporting their behaviour.
- The key person is the main point of contact with the child's parents by liaising and talking with them about the particular child. The key person also takes responsibility for the child's learning journey. They carry out observations of their children and together with the parents create this portfolio which is regularly shared and progress discussed. Reports are also produced and shared with parents. Due to the way we organise our rooms and the in the moment planning, all staff within the rooms will observe and interact with other children not just their key children, which also gives us a more holistic understanding of the child and their learning and development, this also forms part of the child's learning journey.
- Times are planned during the settling in period and throughout the time that they are with us to talk with the parents to get to know the child well.

Practitioners Responsibilities

Relationships with Key Children

- The key person provides a secure attachment for their key children in nursery.
- They help their key children settle in and become familiar with the setting.
- The key person meets the needs of their key children responding sensitively to their feelings, ideas and behaviour.
- The key person provides a 'secure base' for the children by being there to support them and allowing them to explore at their own pace.
- They are primarily responsible for their key child's care routines.; but it may be necessary at times for another staff member to deal with these.
- Key persons should develop a good relationship with parents/carers, ensuring that the child is cared for appropriately at pre-school and accommodating their individual needs within the daily routine.
- The key person needs to develop a two-way flow of information between themselves and the parent/carer to help them become aware of any significant aspects of family life that maybe important to the child.
- The key person has responsibility for sharing their key children's learning journal and development with parents and other professionals as required, in cases of children with additional needs or identified children in need they will be called upon to attend reviews and core group meetings with the support of the Group's SENCO, Deputy Early Years' Manger and or Early Years' Manager.

Records

- The key person is primarily responsible for observational records of their key children, using these to inform next steps, individualised planning, support plans and **completing** development profiles for each of their key children.
- Where a child is supported by another member of staff who is not their key person, e.g. SEN support record keeping then becomes a joint responsibility.

Welfare and Safeguarding

- Key persons are responsible for the welfare of the children in their care, monitoring patterns of absence, injury and development referring them on where necessary.
- The key person plays an integral role in the transition, aiding this by introducing the children and their parents/carers to their new key person and helping them to become familiar with their new environment.
- It is the responsibility of the key person to pass on records during transition and to ensure that these records are all up-to-date.
- In the case of a staff members absence our ITMP ensures that we are able to have a smooth transition of key person. In the event of absence all staff work with all children.

Manager Responsibilities

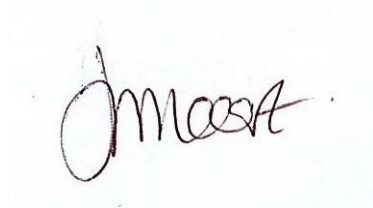
- It is the manager's responsibility to arrange a suitable time for the settling-in sessions referring to staff's availability.
- In the event of prolonged absence of a key person, the Early Years' Manager should ensure that the distribution of responsibility for the key children takes place. (There is no actual

secondary key carer as the rooms are small and all the staff work together with the children due to the in the moment planning.)

- Managers must provide opportunities for staff to give regular feedback and to support staff in their role as key person, ensuring that all developmental needs are met.

Review

This Policy has been reviewed and updated on **1st August 2025** by

A handwritten signature in black ink, appearing to read 'Jenny Bounds', is centered on a light blue rectangular background.

Jenny Bounds, BA EYPS
Early Years' Manager
Stockton House Pre-school