



## **9. Childcare Practice Procedures**

### **9.3 The Role of the Key Person**

*'Each child must be assigned a key person' (EYFS 2021)*

Babies (currently not applicable) and young children need to form a secure attachment to a key person when they join the setting to feel safe, happy, and eager to participate and learn.

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, our 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 our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make our 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.

We allocate a key person before the child starts. This is shared with parents prior to the home visit.

#### **The key person role**

- To provide, alongside a member of the Management team, an induction for the family, through a home visit
- To engage with the family and the child during the home visit to gather information about the child's background, environment, interests etc
- To use the information gathered at the home visit to enable the environment for the child's settling-in session. The key person will greet new children at their settling-in session and spend time with them throughout their session.
- To explain our policies and procedures to parents and make them aware of where to find these for their reference.

- To liaise with previous care providers (setting or childminder) to collate any assessments and reports
- To offer unconditional regard for the child and be non-judgemental.
- To help to ensure that every child's learning and care is tailored to meet their individual needs. This is achieved through regular observation and assessment of children, using information gathered about their achievements, interests and learning styles to plan for each individual child's learning and development.
- To share progress in their development through observations published on Tapestry and by holding telephone consultations at least twice a year with the parents
- To liaise with other settings if we share care of a child to discuss progress and next steps. This is done at the time of parent consultations.
- To recognise any developmental concerns and address these with the setting's SENCO and sensitively discussing with parents/carers.
- To support the SENCO in writing support plans and target setting and ensuring intervention is undertaken regularly. Liaise with outside professionals in relation to any additional needs highlighted.
- To act as the key contact for the parents.
- To have links with other carers involved with the child and co-ordinate the sharing of appropriate information about the child's development with those carers.
- To carry out the progress check at age two in accordance with any local procedures that are in place and by referring to the guidance A Know How Guide: The EYFS progress check at age two.
- To have a responsibility towards their key children to report any concern about their development, welfare or child protection matter to the setting manager and to follow the procedures in this respect. Regular supervision with the Manager provides further opportunities to discuss the progress and welfare of key children.