



Triangle Pre-School

Wesley Methodist Church Hall, Fromond Road, Winchester, Hampshire, SO22 6EG

Telephone 01962 880988

Registered Charity Number: 1033953

ROLE OF KEYPERSON AND SETTLING IN

Policy Statement

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.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We want parents to have confidence in both their children's well-being and their role as active partners in 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 the children and their families.

The procedures below set out a model for developing a key person approach that promotes effective and positive relationships for children who are in our setting.

Procedures for key person role

- We allocate a key person and a buddy key person before the child starts.
- We offer a home visit before the child starts and this will be carried out by the Manager and relevant key person.
- We invite the child and carer for a stay and play session the term before they start to meet the staff and the other children who will start at the same time.
- 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 child minder and co-ordinates the sharing of appropriate information about the child's development with those carers.
- The key person is responsible 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 the setting and at home.
- We promote the role of the key person as the child's primary carer in the setting.
- If relevant the key person or their buddy will change the child nappy or pull up.



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Settling in

- Before the child starts to attend the setting we provide written information for the parents, and a letter to the child with a picture of their key person on. We also offer a home visit.
- During the half term before a child is enrolled we provide an opportunity for the child and their parents to visit the setting.
- At the child's first session we explain the registration forms to the child's parents and ask them to complete them.
- At the child's first session we explain the process of settling in with their parents and jointly decide the best way to help the child settle to the setting.
- We have an expectation that the parent or carer will stay for most of the sessions during the first week gradually taking time away from their child, increasing this as and when the child is ready to cope.
- Younger children will take longer to settle in as will children who have not previously spent any time away from home.
- We judge a child to be settled when they have formed a relationship with their key person e.g. when the child looks to the key person when he/she arrives, goes to them for comfort and seems pleased to be with them.
- 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 ready to be left. We expect that the parent will honour the commitment to stay for at least the first week or longer until their child can stay happily without them.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe 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 to the setting without a parent or carer if the child finds it distressing to be left.
- Within the first four weeks of starting we discuss with the child's parents / carers their baseline assessment and next steps. If the child is under 3 we will complete their two year old check within their first term at Pre School.



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This policy was adopted at a meeting of Triangle Pre--School held on:

Tuesday 15th June 2022

Date to be reviewed: JUNE 2023

Signed on behalf of the Management committee:

Name of Signatory:

Role of Signatory: