



Wattisham Airfield Childcare Centre

Role of the Key Person

We believe that children settle best when they have a Key Person to relate to, who knows them and their parents and carers 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.

Aim of 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.

Key Person

At Wattisham Airfield childcare centre a named Key Person is introduced to the parent/ carer and the child at the child's first settling in session and whenever there is a change to the Key Person, including when the child moves rooms within the setting.

The Key Person will be responsible for a group of children that they will spend most of their working day with. These children will be the Key Person's primary responsibility and they should aim to meet their individual needs and interests. Due to the opening hours at Wattisham Airfield Childcare Centre it is impossible for all staff to be available both in the morning and at the end of the day each day. However, there will always be a staff member available from each room to discuss, in detail, with parents how their child has been during the day.

It is essential that if a Key Person is away from the setting attending training or sickness that another staff member is allocated to care for the child. This is called the buddy system.

Whilst the staff may work with a key group of children each day, all staff should take responsibility for the day to day care and well-being of all children, developing and reinforcing relationships with all parents. In certain situations, experienced staff may encourage new staff to be involved when dealing with a parent, as this will help new staff to gain confidence to communicate with all parents. If this becomes the responsibility of one person within the group, parents can feel uneasy if this person is absent from the facility due to training, illness or if they are on holiday.

Procedures

- We try to allocate a Key Person before the child starts attending.
- The Key Person is responsible for the induction of the family, completing their all about me information sheet with 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, learning and development.
- 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 carrying out regular observations, recording these using Tapestry (Online learning journey), recording their development, 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.
- We provide a Co Key Person (buddy) 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.
- Key Persons not present at the end of each day should ensure that they have passed on information to the rest of the team about their Key Person group if they are unable to see the parents/ carers before they leave.
- Home visits can be arranged if needed. The keyperson will attend alongside a member of the management team.

The Key person's responsibilities

To build a positive relationship with parents/families and to form close bonds with individual key children:

- Become a familiar face and significant person at the nursery for your key child.
- Working with the staff shifts, always ensure you have adequate opportunity to both welcome and greet your key child into their room and be available to communicate to the parent/carer's at the end of your key child's session.
- If your shift finishes before your key child has gone home, it is **your** responsibility to ensure that you communicate all information to the key person who will continue the child's care, until their session finishes.
- Develop a good knowledge of your key child's interests and needs through observational evidence.
- Extend you knowledge of the child's interests with information from parent/carer's; this will include observations, photographs and any creations the child may have completed at home.
- Plan activities and resources that are appropriate to challenge and stimulate your key child's learning and development.
- Be responsible for up to date record keeping of information about your key child
- Monitor your key child's progression and achievements and consistently pass this information on to the parent/carer. Feedback information positively and reassuringly
- Be prepared to work as part of a team and multi-agency work, to communicate effectively with other professionals involved with your key child.
- Provide a consistent, friendly, secure, homely atmosphere for all children in your care.
- Ensure that you are fully up to date with current legislative documents e.g. early years foundation stage, by attending both internal and external courses.
- In the instance that your child does not form a bond with their key person and makes a connection with another member of staff in the room, this will be reviewed and discussed with the parent to change the child's key person.
- Use 'Tapestry' to upload observations and link to the EYFS
- Ensure your key child's parents/carers are accessing Tapestry

This policy was adopted at a meeting of _____ name of setting

Held on _____ (date)

Date to be reviewed _____ (date)

Signed on behalf of the management _____

committee _____

Name of signatory _____

Role of signatory (e.g. chair/ owner)

Review dates:

Date _____ signed _____

Date _____ signed _____

Date _____ signed _____

Date _____ signed _____