



## EYFS: The Safeguarding and Welfare Requirements 3.27

### Key Person

#### 3d.1 The Role of the Key Person

##### Policy Statement

- At Auden Place Community Nursery, we know how crucial it is for the first part of a young child's life to have a secure attachment with primary carers, whether this is a parent, carer or a practitioner. It means somebody who will build up a trusting and nurturing relationship and to whom children will refer for support on his/her experiences. A child's secure attachment with primary carers is also linked to the ability to go on and form other relationships.
- 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 (namely Bowlby's attachment theory) 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.
- The key person role is set out in the Safeguarding and Welfare Requirements of the statutory framework for the early years foundation stage. Each setting must offer a key person for each child.

##### Procedures

In order to make sure that children receive the support to minimize any kind of disruption, we operate an effective key person system.

- We allocate a key person before the child starts. In some circumstances, if this key person and/or child find it difficult to bond, or if the parent forms a good relationship with another key person, management can look at changing the key person allocation. We respect the child and parents feelings, as well as having an understanding about each staff's workload, and emotional availability.
- We offer home visits before the child starts, this is usually done by one of the nursery managers and their key person. *(Please refer to policy 3j.3 - Transitions)*
- We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person, and ensuring that the child continues to have a secure base.
- 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.

##### The key person is responsible for the following:

- To be involved in the key child's settling-in process, doing their best to ensure the child feels welcomed and has an enjoyable experience, and giving them the reassurance to feel safe and cared throughout their entire time at nursery.
- To develop a trusting relationship and constant communication with parents/carers to make them feel safe regarding their child's wellbeing at the nursery.
- To offer unconditional regard for the child and is non-judgemental.



- To act 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.
- 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.
- To carry out regular observations on their key children (as well as all other children), and base the weekly curriculum planning around these observations.
- To complete reports on each key-child, twice a year. These are to be shared with parents when writing them to get their input and discussed in more detail in parent's evenings or in consultation meetings.
- To complete the progress check at age 2.
- To encourage positive relationships between children in her/his key group, spending time with them as a group each day.
- To keep all staff and parents informed of children's needs, including sleep, dietary requirements etc.
- To ensure all of their key child's needs are seen to and that all children are safe and happy in their care.
- To support the child in their transition to the next room or childcare setting such as school.
- To make themselves available to carry out any other duties regarding their key children, requested by the management team.
- To guide parents with strategies in dealing with behaviour and developmental issues that arise. This includes medical and nutritional aspects such as sleeping and dietary. *(Please also refer to policy 3j.4 - Parental Partnership)*