Here at Stebbing Green Day Nursery we understand how difficult it is for parents to leave their child with people who are unfamiliar to both parent and child, therefore, we aim to make the setting a welcoming place where children settle quickly and easily. Consideration is given to the individual needs and circumstances of children and their families. Children’s emotional wellbeing is an essential foundation for their health, happiness, self-confidence and ability to 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. We will discuss with parents their child’s Key Person when they start at nursery. They will be introduced to the parent and start to build those important relationships. The key person will talk to the parents about their child to ascertain the child’s individual needs, likes and preferences. This way the Key person will be able to tailor their child’s learning and care to meet their individual needs.

The Key Person will seek to engage and support parents and/or carers in guiding their child’s development at home. They will also help families engage with more specialist support where appropriate.

Guidance is provided for staff to enable them to carry out the Key Person role. This is discussed during their induction and also at subsequent supervisions. Any support required will be provided by either a ‘buddy’ or the management.

Throughout the setting the regular care of all children is a shared staff responsibility, which ensures we can cover shifts, holidays and sickness absence. We are sensitive to the child’s needs and alert to preferences and personalities.

The Room leaders are vigilant in their role to ensure that a child’s well-being takes priority in line with our safeguarding policy.

**Assigning key children**

* Arrangements will be in place to balance out the number of children assigned to each Key Person, and to accommodate shift patterns, holiday and sickness absences and staff qualification level.
* Children may, in accordance with our transition policy, become the responsibility of another Key Person. A careful procedure of transfer of responsibility and room induction will be followed to ensure a smooth transfer from room to room. This includes a letter introducing the new Key Person and welcoming the family to the room and subsequently a face to face meeting to ensure that the transfer has been smooth.
* The voice of the child will be listened to though any decisions made will be weighed up in relation to the above points.
* Key Person and their group of children are displayed for parents to see.

**The Key Person is responsible for:**

* Building a secure and trusting relationship with their key children and their parent/carers being the key point of contact for the parents/carers of the child.
* Becoming attuned to child’s likes and dislikes, attitudes and preferences, and providing the child with particular support at key times. For example, at the time they join the setting, whenever they make a transition and whenever there has been a significant event in the child’s life.
* Greeting and settling their key children on arrival and ensuring any messages are recorded/passed on to relevant staff.
* Maintaining key children's developmental records and ensuring that their needs are integrated into the room activities supporting them when learning new skills.
* Comforting key children when distressed.
* Acting as a bridge between home and the setting.
* Ensuring any necessary feedback for parents/carers at the end of the day is recorded or communicated to the room supervisor/evening staff who are responsible for the handover.
* Along with the room leader, they will be responsible for supervising and serving meals to their key children with allergies.

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| This policy was adopted by: Stebbing Green Day Nursery | Date: 17th December 2018 |
| To be reviewed: December 2020 | Signed: |

Written in accordance with the *Statutory Framework for the Early Years Foundation Stage (2017): learning and Development Requirements: Areas of learning and Development [1.10]; The Safeguarding and Welfare Requirements [3.27]*