

Organisation

The Role of the Key Person and Settling-in

Unique Child

- 1.2 Inclusive Practice
- 1.3 Keeping Safe
- 1.4 Health and Wellbeing

Positive Relationships

- 2.2 Parents as Partners
- 2.4 Key Person

Enabling Environment

- 3.2 Supporting Every Child
- 3.3 The Learning Environment

Learning Development

- 4.4 Personal, Social and Emotional Development

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 all at Haddenham Puddleducks Pre-school by providing secure relationships in which children thrive, parents have confidence, staff are committed and Haddenham Puddleducks Pre-school is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy at Haddenham Puddleducks Pre-school 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 all at Haddenham Puddleducks Pre-school.

We aim to make Haddenham Puddleducks Pre-school 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.
- The key person is responsible for the induction of the family and for settling the child into Haddenham Puddleducks Pre-school.
- 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 leaning.
- 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 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 at Haddenham Puddleducks Pre-school and at home.
- We promote the role of the key person as the child's primary carer at Haddenham Puddleducks Pre-school, and as the basis for establishing relationships with other staff and children.

Settling-in

Before a child starts to attend Haddenham Puddleducks Pre-school, we use a variety of ways to provide his/her parents with information.

These include written information (including web-site information to find our prospectus and policies), displays about activities available within Haddenham Puddleducks Pre-school and visits from new parents.

- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit Haddenham Puddleducks Pre-school.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We complete the registration forms from information taken from the welcome pack that has been complete by the parents. Parents are able to meet and/or contact our administrator by telephone or e-mail should they need help with forms.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into Haddenham Puddleducks Pre-school.
- We have an expectation that the parent, carer or close relative, will stay for some of the first session, gradually taking time away from their child, increasing this as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- 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 part of the first session, or possibly 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 that a child's distress will prevent them from learning and gaining the best from Haddenham Puddleducks Pre-school.*
- *We reserve the right not to accept a child into Haddenham Puddleducks Pre-school without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.*
- *Within the first four to six weeks we complete a Starting Point from observations of the child so we can plot their next steps for development.*

This policy was adopted at a meeting after the AGM of Haddenham Puddleducks Pre-school held in February 2020

Signed on behalf of Haddenham Puddleducks Pre-school by