

# Gosforth Nursery



## Key Person Policy September 24

# **Key Person** **Policy**

At Gosforth Nursery, we believe that children settle best when they have a key person to relate to, who knows them and their parents/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 nursery by providing secure relationships in which children thrive and parents/carers have confidence. Our nursery staff work hard to ensure that the nursery is a happy and dedicated place to attend or work in.

At Gosforth nursery we want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents/carers to have confidence in both their children's well-being and their role as active partners with our nursery. We aim to make our nursery 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.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

Each child is allocated to a key group which has consistent practitioner's caring for it. The key person is allocated according to who the child bonds with in their first days in the nursery. The key person will help the baby or child to become familiar with the nursery and to feel confident and safe within it, they are able to develop a genuine bond with the child (and the child's parents). The key person will strive to meet the needs of each child in their care and can skillfully pick up clues and respond sensitively to their feelings, ideas and behaviour, talking to parents to make sure that the child is being cared for appropriately for each family. They ensure that they spend quality time with their key children, for example, singing songs and sharing meals together. The key person acts as a bridge between the setting and home and parents are made aware of the importance of the key-worker system. For example, by exchanging information regarding the child's needs, the key person is able to plan for children's personal needs. This includes building on the foundations of learning that have been formed in the child's home. The key person is able to observe the child in different settings, assess their stage of development and alongside parents are able to plan for that child's next steps of learning.

However, movement of children and practitioner's between groups in the course of the day may be encouraged within the organisation of the provision if that is planned to provide a richer experience for children.

The key person is responsible for:  
Providing an induction for the family either through home visits (see Home Visit Policy) and/or Stay and Play sessions in to help the child settle into our nursery.

- Offering unconditional regard for the child and being non-judgemental.
- Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.

Acting as the key contact for the parents.

- 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 child in our nursery and at home.
- Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
- Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.

When children are move to a different room or setting, the key-person sensitively supports this transition by way of communicating with the new carers and preparing children for this emotional change. Trial visits into the new room or setting will be organised with the support of the key- person until the child is confident with their new surroundings.

## KEY WORKER INDUCTION

ROLE	TICK
Responsible for individual children	
<b>Settling in</b>	
<ul style="list-style-type: none"><li>- Settle children in with short sessions</li><li>- May be asked to go through forms with new parents- All about Me booklets</li><li>- Will usually converse with new parents once registered</li><li>- Will usually be responsible to go through baseline assessments with parents but if parents don't complete the baseline then the key person should do an Early Assessment Reviews</li><li>- Build a positive relationship with children</li><li>- Communicate with parents about any concerns they may have</li></ul>	
<b>Observations</b> – Monitor children's development	
<ul style="list-style-type: none"><li>- A minimum of 2 key person focused observations per month</li><li>- A minimum of 2 key person WOW observations per month</li><li>- Linking observations to EYFS, Leuven scales, Characteristics of Effective Learning, Schemas and phonics</li><li>- Ensure that the planning folder is completed for each of your key children with a range of different opportunities supported and planned for</li><li>- Record any patterns, triggers, behaviour, concerns or conversations etc</li><li>- Take into account any internal and external factors</li><li>- Do termly cohort tracking – entering, developing, secure</li><li>- Cohort tracking – are the children following an expected pattern, if not why not, have we got plans in place, do we know why</li></ul>	
Communicate with parents their child's progress	
Make any referrals	
<b>OVERALL</b>	
<ul style="list-style-type: none"><li>- Liaise with parents/carers</li><li>- Inform carers of activities the child has participated</li><li>- Inform carers of developmental progress/ responsible for monitoring developmental progress in the 7 areas</li><li>- Work with carers if referrals or interventions are needed</li><li>- Assist the child to settle in and integrate into the setting</li><li>- Provide emotional assistance when required</li><li>- Ensure needs are met, race, religion, language, family values</li><li>- Manage Allergies and medical conditions</li><li>- To work in conjunction with parents in a professional manner</li></ul>	
<b>KEYWORKERS MUST NOT</b>	
<ul style="list-style-type: none"><li>- Shadow children throughout the session, allow them space</li><li>- Only work with assigned key children, unless asked to do so</li><li>- Prevent other adults from developing positive relationships with one of their key children</li></ul>	

Staff member receiving training: .....

Staff member administering training: .....

Date: .....