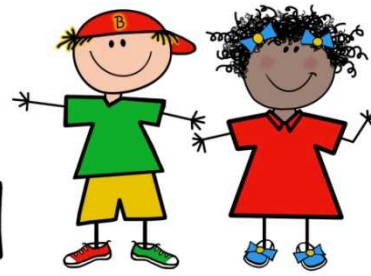


Binfield Pre-school



EYFS Key Person and Settling-in Policy

Policy Statement

We, as a setting, 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 because consideration has been given to the individual needs and circumstances of children and their families. 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.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

Procedures

- We allocate a key person when the child starts.
- The key person is responsible for the induction of 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 and learning.
- A key person is responsible for developmental records and for sharing information on a regular basis with the child's parent to keep these records up-to-date, reflecting the full picture of the child in our setting and at home.
- 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.
- 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.

Settling-in

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies) and individual meetings with parents.
- If children have particular friends who will or do attend the pre-school please note this on the Registration Form and the setting will endeavour to offer places to enable them to be together.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting for a whole session.
- Parents are expected to stay for the whole of the child's first two sessions.
- We allocate a key person to each child and his/her family when she/he starts; the key person welcomes and looks after the child and his/her parents at the child's first two sessions and during the settling-in process.
- After the initial two sessions we are happy for parents to stay until the child is deemed to be settled.
- Some children take longer than others to settle and some settle more quickly and then become distressed a few weeks later. The setting will work with the child's parents to support their child through this transition period. It is important that parents and child are relaxed and happy in the setting.
- The setting offers a home visit before transition to ensure all relevant information about the child can be made known. If a home visit does not take place this meeting will form part of the child's first session.
- 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 the setting.
- When a child starts they are welcome to bring a transitional item i.e. toy, blanket with them for as long as they need the comfort gained from this item.
- We judge a child to be settled when they have formed a relationship with their key person, the child is 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.
- On the child's first session without their parent the setting will telephone the parent to inform them how the child has settled, however, parents are welcome to ring at any time during the child's session to see how their child is.
- Within the first four to six weeks of starting we discuss and work with the child's parents to start to create their child's Learning Journey.