



## **Settling in and key person policy**

### **Statement of intent**

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents/carers to have confidence in both their children's wellbeing and their role as active partners with the setting.

### **Aim**

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.

The key person role is set out in the Welfare Requirements of the Early Years Foundation Stage. Each setting must offer a key person for each child.

### **Procedures**

- Before a child starts to attend the setting, we use a variety of ways to provide parents and carers with information.
  - Written information on our website and in our welcome pack
  - All prospective and new families are welcome to visit our Pre-School for a look around and to meet the staff.
  - We regularly hold information sessions for prospective and new members at open days/evenings.
- Each child and family is allocated a key person before they start to attend sessions. The key person will be the main point of contact for each family for the duration of their time with Pre-School; they will help to welcome and look after the child during their first session and throughout the settling in process.
- 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 the other staff and children. Once the child has settled, it is vital for the child to build relationships with the wider staff so that over-reliance is not encouraged.
- The key person works with the parent or carer to plan and deliver a personalised plan for the child's well-being, care and learning.
- We offer a stay and play session in setting as part of our settling-in process. This normally takes place at the start of the term the child is due to start in Pre-School. The stay and play is used as an opportunity for both parents/carers and the child to start to build a relationship with the key person and the staff. We go through the registration documents helping to complete any information necessary and discuss confidentially any concerns parents/carers have. We will explain the settling-in process and with the parent/carer jointly decide on the best way to help the child to settle into the setting. Parents/carers are also invited to stay for the first 30 minutes of their child's first session.
- Younger children may take longer to settle in, as may children who have not previously spent time away from home or who have had a period of



absence, this is all perfectly normal and we will talk to parents/carers about the best strategies for coping with the process.

- We believe that communication between the child, key person and parent/carer is very important and will give informal feedback during the settling-in process whenever necessary.
- We ask that parents/carers say goodbye to their child when they leave and re-assure them that they will return and return punctually to collect 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 they arrive, go to them for comfort, and seem 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.
- During the settling-in process children will gain an understanding of the following:
  - The layout of the Pre-School and the names of the different areas
  - Where to find their personal belongings e.g. coat, hat etc.
  - The daily routine e.g. snack time, using the toilets, tidy up time, carpet time, home time and that they will be collected at the end of the session.
  - Pre-School expectations/rules e.g. no running inside, tidying up and looking after equipment etc.
  - That they can use the whole learning environment and make choices about what they want to do.
  - Basic hygiene e.g. washing their hands, flushing the toilet
  - The name of their key person and the other adults working in the Pre-School.
  - How to share and take turns using toys and equipment.
  - How to recognise their name labels
  - Coping, listening and taking part in group activities
- Evidence Me is used to share with parents observations about how the child has settled in to Pre-School.
- Parent/carers are welcome to make appointments with key persons at any time to discuss areas of concerns and children's progress.

<b>This policy was adopted by</b>	<b>Silsoe Pre-School</b>
<b>Date</b>	<b>May 2022</b>