



EYFS

**Key Person & settling in
policy**

Summer 2025



WHINLESS DOWN
ACADEMY TRUST

Key Worker & settling in policy

WHAT IS A KEY PERSON?

In order to ensure every child in the nursery is given the appropriate level of attention and care, a key person is appointed for each child. A key person is a named member of staff assigned to an individual child to support their development and act as the key point of contact with that child's parents or carers. The key person has special responsibilities for working with a small number of children and helps build and develop positive relationships with children and between parents, carers and staff.

The key person is the family of the child's initial, but not exclusive, point of contact with the nursery. Other staff will also maintain contact as it is unlikely that the key person will always be available every time a child is brought to or collected from the nursery. If a key person is away ill their key children will be observed/looked after by other staff in the nursery.

MANAGEMENT OF KEY WORKERS

All staff working in the nursery are required to assume key worker responsibilities. The EYFS Lead Practitioner will oversee the key worker responsibilities of the staff. The EYFS Lead Practitioner will monitor children's records of development and learning under the EYFS and ensure they are updated regularly and to an appropriate standard.

PRINCIPLES

This policy will provide staff with a framework in which to operate the nursery key person system. It will define for staff the roles and responsibilities of a key person and how those roles and responsibilities translate into practice. By sharing with and gathering information from parents/carers relating to individual children, staff will be able to develop a full and accurate picture of each child's level of skill, knowledge and understanding, and their interests. This will enable staff to closely match provision to each child's individual needs.

The guiding principles by which the key worker policy will be managed are:

- To build a trusting relationship with the child and their parent/carer.
- To ensure the happiness and welfare of the child within a stimulating and safe environment.
- To ensure a smooth settling in procedure for all key children into the nursery.

At Vale View Nursery we want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff; we also want the parents to have confidence in both their children's well-being and their role as active parents with the setting.

SETTLING IN

- Before a child starts at the nursery, we provide information in a variety of ways to the parents/carers, including the website, displays and photographs about activities available within the setting etc.
- The parents/carers are asked to fully complete and sign an admissions form, terms and conditions, and a parent declaration, if funding is being claimed for. This will be done prior to or at their induction meeting.
- Parents are asked to state clearly the name of the person who will be collecting their child each day. If it is someone out of the ordinary, we ask that they ring or inform the nursery as soon as possible. Parents will be asked to confirm a password when their child starts, so that it can be used to verify the identify of unfamiliar people who may pick up.
- We provide an opportunity for parents, with their children, to visit the setting prior to starting, so they can get used to the environment, staff and other children.
- Parents are offered reduced hours to start with (if they wish) to allow children to settle. We jointly decide the best way to support the child settle in ensuring the individual needs of the child and family are being met at all times.
- We do encourage parents not to give their children a dummy when they come to nursery, however we are happy to support this during their settling in process.
- We reassure parents who are anxious about their child by giving them information about their child's activities and welfare while attending the nursery, this can be done through conversations, observations, photographs, phone calls, email and support from child's designated key person. This may also happen directly through the Evidence Me app.

THE ROLE OF THE KEY PERSON

- The key person will help to ensure their key children feel safe, secure and confident. Their parents/carers need a trusted person who they can talk to about their child's individual needs.
- The key person is responsible for a group of children, but as a member of staff the key person is also responsible for all the children in their care.
- If a child is attending other childcare settings at the same time, the key person will share information with those settings.
- To complete a 2 Year check, in line with the nursery policy.
- In consultation with the SENCO, if there are some concerns about the child's behaviour or development, the key person will arrange a meeting with the parent to discuss the child's progress and/or any developmental concerns.
- To ensure that parents/carers are kept informed of the child's day to day experiences.

- To change and check key children's nappies as required and to assist with potty training and other toileting or intimate care needs, following the nursery policy.
- To collect all relevant information about key children's specific needs from the parent/carer.
- To plan and provide a range of stimulating and age appropriate activities for all key children, to assist with their learning and progress.
- To continually assess key children and relate the assessment to EYFS planning, identifying next steps and activities.
- The key person is responsible for providing accurate observations of their key children. These are shared with parents on the Evidence Me app. The observations will be used to inform planning to ensure children make good progress.
- The key person completes any necessary interventions and liaise with outside agencies where needed e.g. speech and language therapists, specialist teachers etc.
- The key person will engage with parents to offer support at home as well as in the setting. This could involve working together to improve food concerns or behavioural issues amongst others.