

CATERPILLARS PRE-SCHOOL (SUSSEX) LIMITED

**36. ROLE OF THE KEY PERSON & SETTLING IN PRE-SCHOOL POLICY**

We want children to feel safe and happy in the absence of their parents, to recognise other adults as a source of authority, help and friendship and to be able to share with their parents afterwards the new learning experiences enjoyed in preschool. We also want parents to feel welcome and involved from the beginning.

1. In order to accomplish this we aim to create a partnership with parents in the following ways:

1.1. By creating opportunities for the exchange of information, using among other resources a copy of the Preschool’s prospectus and a shared approach to the registration form.

1.2. By ensuring plentiful opportunities for parents to inform the Preschool about their children’s current interests and achievements.

1.3. Encourage parents to visit the Preschool with their children during the weeks before admission is planned

1.4. Introduce flexible admission procedure, if appropriate, to meet the needs of individual families and children

1.5. Make clear to families at the outset that they will be welcome and supported in the Preschool for as long as it takes to settle their child there

1.6. Reassure parents whose children seem to be taking a long time settling into the Preschool

1.7. Encourage parents, where appropriate to separate from their children for brief periods at first, gradually building up to longer absences

Children cannot play or learn successfully if they are anxious or unhappy. Our settling procedures aim to help parents to help their children to feel comfortable in the Preschool, to benefit from what it has to offer, and to be confident that their parents will return at the end of the session.

**Key person**

They 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.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

**Procedures**

* We allocate a key person before the child starts.
* In some settings where a home visit is carried out before the child starts, this is done by the manager and the key person.
* 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 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 child minder, 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 in our setting and at home.
* The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.
* 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.

This policy was adopted by the Manager of Caterpillars Pre-school on 24th April, 2016

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Name of signatory: Catherine Clark Role of signatory: Manager