

2. Settling-In/Key person Policy

Version number	Dates produced & approved	Reason for production & revision	Author	Locations	Proposed next review date
V1.0	Jan 2010	First adopted	Committee	Website	
V2.0	July 2016	Reviewed	C Timbrell	Dropbox.com Website	July 2017
V3.0	Sept 2017	Reviewed & version controlled	K Coupe & H Mansfield	Dropbox.com Website	2019/20
V4.0	2 Nov 2020	Reviewed & Updated	R Powell	Dropbox.com Website	Nov 2021
V5.0	2 Mar 2021	Clarification of settling in sessions	J Dyer	Dropbox.com website	Mar 2022
V6.0	25 Apr 2022	Inclusion of: - reference to a Key Person's duty of care to the children allocated to them. - list of Associated policies or procedures as per GSCP Section 175/157 Safeguarding Audit 2022.	K Coupe & E Pearce	Dropbox.com Website	Apr 2024
V7-0	13 Oct 2022	Further clarification of settling in sessions	J Dyer & D Findlay	Dropbox.com Website	October 2023

Statement of intent

We want children to feel safe, stimulated and happy in North Nibley Pre-School and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the Pre-School.

The key person role is set out in the Welfare Requirements of the Early Years Foundation Stage¹. Each setting must offer a key person for each child. Key persons have a duty of care² to the children allocated to them.

Aim

We aim to make the Pre-School a welcome place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

¹ Section 3: The safeguarding and welfare requirements

² Everyone working with children has a "duty of care" to keep children safe and protect them from harm. Thus, all adults have a duty to report child protection or welfare concerns to Children's Services or the Police.

Methods

- Before a child starts to attend at North Nibley Pre-school, we use a variety of ways to provide his/her parents with information. These include written information (ie. our Welcome Pack), the pre-school's website, and termly newsletter.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the pre-school.
- In some situations, we may offer a home visit by the person who will be the child's key person³, to ensure all relevant information about the child can be made known.
- When a child starts at the pre-school we will offer two 1-hour sessions with up to two parents/carers in attendance. This will allow the child time to become familiar with the setting, as well as the parents/carers. These two sessions are free. The child's official start date is the date of the first settling in session.
- Please note, as referenced to in our policy 26 Payment of Children's Invoices, If a parent/carer declines the settling-in sessions mentioned above, then the official start date is the date the child is booked to start a session. If, after the settling-in sessions, a parent/carer decides that they no longer wish for their child to attend pre-school, they will still be charged four weeks' notice and this means they will be charged for the sessions the child was booked in for, eg. Monday am session, Tuesday all day etc. In addition, in the event of a child not taking up their offered place, then the deposit will be retained⁴.
- We allocate a key person to each child and his/her family, before they start to attend. Wherever possible the key person will welcome the child and look after them on their first day.
- 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 he/she arrives, goes to them for comfort, and seems pleased to be with them. We also judge a child to be settled when they seem pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child/children and explain that they will be coming back, and when.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- If a child struggles to settle following the settling-in sessions, we would work with the parent/carer on ways to further support the setting-in process.
- We have an EYFS starting point for parents/carers to fill out so we are able to start their learning journey online (Tapestry).
- The key person is responsible for development 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.
- We recommend having a look at our website, finding our videos we have uploaded so the child can get a sense of who we are before coming to pre-school.

Settling in during a Pandemic

During a pandemic, things will be slightly different as we follow the government guidelines but our aim is to keep everyone safe and well. During these times, settling in will be different.

- Parents are unable to come into the setting.

³ The key person role is set out in the Welfare Requirements of the Early Years Foundation Stage (EYFS). Each setting must offer a key person for each child.

⁴ See Policy 26 Payment of Children's Invoices

- We encourage parents to come after the session (3.30) to discuss paperwork and information about their child, or over the telephone at a time, which fits best for the parents.
- On day of session, the child will be greeted outside by their keyworker and taken into setting; parents will be contacted to let them know how they are doing.
- We will keep parents fully informed during the session, if we feel the child would benefit from shorter sessions we will discuss with parents on an individual basis and agree a plan that parents are happy with.
- In certain situations, we are able to offer home visit (outside) to gather information about child and to get to know the child, this will be carried out by keyworker.

Associated policies and procedures

- No 4 : Safeguarding children and child protection
- No 26 Payment of Children's Invoices
- No 36 : Data collection and information sharing