

Bizzie Lizzies Nursery and Pre School.

Nursery Ofsted URN- EY392303
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Key Person and Settling-In Policy

Policy Statement

Bizzie Lizzies believes that children **settle best when they have a key person** to relate to, who knows them and their parents well and can meet their individual needs.

Research shows that a **key person approach benefits the child, parents, staff, and the setting** by providing secure relationships in which:

- Children thrive
- Parents have confidence in the setting
- Staff are committed
- The setting is a happy and dedicated place to attend or work in

We aim for children to feel **safe, stimulated, and happy**, and for parents to have confidence in both their children's wellbeing and their role as active partners. The setting is a **welcoming place where children settle quickly**, considering the individual needs of children and their families.

Legal Requirement:

The key person role is set out in the **Welfare Requirements of the Early Years Foundation Stage (EYFS)**. Each child must have a designated key person.

Procedures: Key Person Role

1. Allocation and Flexibility:

- A key person is allocated **before the child starts**.
- If the child shows a stronger connection with another staff member, the key person may change.

2. Responsibilities:

- Induction of the family and settling-in process.
- Offer **unconditional, non-judgmental support**.
- Work with parents to plan and deliver a **personalised plan** for the child's wellbeing, care, and learning.
- Act as the main **point of contact for parents** and liaise with other carers, e.g., childminders.
- Maintain **developmental records** and share regular updates with parents, reflecting both home and setting experiences.
- Encourage positive relationships between children in the key group, spending daily time together.
- Ensure a **back-up key person** is available in their absence.
- Promote the key person as the child's **primary carer** and the basis for relationships with other staff and children.

Link to Safeguarding:

- Key persons contribute to safeguarding by **monitoring children's wellbeing**, identifying any concerns early, and ensuring **appropriate action is taken** in line with safeguarding procedures.

Link to Children's Records:

- Developmental records maintained by the key person ensure **accurate, up-to-date information** is available for assessing progress and supporting each child's learning journey.

Settling-In Procedures

1. Pre-Start Information:

- Parents receive **written information**, such as the prospectus, policies, and displays about activities.
- Information days and **individual meetings** with parents are provided.

2. **Pre-Enrolment Visits:**

- Opportunities for children and parents to visit the setting before the half-term of enrollment.
- Key person is introduced to the family **before the child starts**.

3. **First Sessions:**

- Key person **welcomes and supports** the child and parents during the first session.
- Pre-start visits and first sessions are used to **complete registration records**.

4. **Settling-In Support:**

- The settling-in process is **discussed and agreed** with parents.
- A child is considered settled when they:
 - Form a relationship with the key person
 - Seek comfort from the key person
 - Recognise surroundings and participate in activities
 - Interact positively with other children
- Parents are asked to **say goodbye** and reassure the child about when they will return.
- The setting may **postpone accepting a child** without a parent if it causes distress, especially for very young children.

5. **Record of Achievement:**

- Within **four to six weeks**, the key person works with parents to create the child's **record of achievement**, linking to ongoing developmental tracking.