

# TIDDLYWINKS

---

## The role of the key person and settling-in

We believe that children settle best when they have a key person to relate to, who will get to know them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting 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 setting.

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.

## Procedures

- \* We allocate a key person when they start.
- \* 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 learning.
- \* 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.
- \* 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.
- \* The child's key person will be stated in their red home to school book and verbally, there is also a record of all the children's key person in the hall and in the main room.

## Settling-in

- \* Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies) and displays about activities available within the setting
- \* When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- \* Shorter sessions can be arranged for the child to build up to the whole session.

- \* We have an expectation that the parent, carer or close relative can stay to settle their child in for as long as is needed.
- \* 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. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- \* When parents leave, we ask them to say goodbye to their child 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 we are unable to settle a child who is distressed after the parents have left we will contact the parents/carers and ask if they can come in.
- \* If a child has a special toy or another form of comforter they can bring it in as this is a way of settling them.
- \* Within the first four to six weeks of starting we discuss and work with the child's parents to start to create their child's progress and their learning journeys

Signed.....Owner/Manager

Date..... Review.....