



Ladybirds Preschool Key Person & Settling In Policy

(Revised 4th November 2024)

Working in conjunction with the Early Years Foundation Stage Statutory Framework (EYFS).

Quality and Consistency.

A Secure Foundation.

Partnership Working.

Equality of Opportunity.

Unique Child Positive Partnerships Enabling Environment Learning and Developing

Introduction

At Ladybirds Preschool, a key person is a member of staff in an Early Years setting who has special responsibility for the education and welfare of a particular child/group of children during their time at the preschool.

The primary aim of the key person system will be to provide a close relationship between the practitioner, child and the parent in order to assist the development of the child and to offer support and reassurance during settling in/transitional periods.

Every child that attends the preschool will have an assigned key person.

This will ensure that children feel safe, stimulated and happy in the setting and feel secure and comfortable with the staff. The parents will have confidence in both their children's well-being and their role as partners with the setting. We want children to feel safe and happy within our setting as well as feel secure and comfortable with staff. We also want you as parents to have confidence in both your child's wellbeing and your role as an active partner within our setting. At Ladybirds Preschool we aim to be flexible with our daily routine and as far as possible cater to individual's needs.

Aims:

To make the setting a welcoming space for your child

To create a secure relationship for your child within our setting.

To make the setting a place where your child can settle in quickly and comfortably.

Procedures

To settle new children into the preschool gradually and being present during the initial settling in week as much as possible, particularly the first 2 to 3 days.

- Whenever possible settle and greet key children as they arrive each day.
- Whenever possible meet the needs of key children during mealtimes, nappy changing times and sleep times.

- To provide a secure base for key children to be able to explore the environment and come back to when they feel they need to. The key person will achieve this by sitting at their level and in close proximity to them.
- To develop secure trusting relationships with key children and their parents.
- To interact with key children at a developmentally appropriate level and understanding the developmental needs of the child.
- To use body language, eye contact and voice tone to indicate that you are available and interested.
- To understand and contain children's differing feelings and emotions by gently holding and providing words of comfort and reassurance.

It is important for the key person to:

- Keep records of key children's developmental progress.
- Observe key children and evaluate the information gathered.
- Plan experiences/activities for individual children based on observations.
- Write regular reports for parents and hold regular meetings to discuss progress.
- Communicate with parents regularly regarding the child's needs and development.
- Ensure a smooth and planned transition when a child moves to a new setting, this will include passing on important information to the new key person.
- Ensure key group time is done daily. This may include: eating times, sharing stories, singing and rhymes; music and movement., nappy changing.
- Ensure there is a visual display of all children in their key group.

Meetings:

Effective and regular communication amongst staff will provide support and promotes the interests of children. Staff will share ideas and information on their key children during scheduled meetings, this will offer staff the opportunity to support each other and promote good team work. Staff may discuss any issues, particularly concerning children's development or well-being confidentially, actions or next steps for individual children and ideas and suggestions to improve the general practice within the room to support the children's learning.

An effective key person system will provide the foundation on which to build strong positive relationships with the parent, thereby helping to ensure the best outcomes for that child as he or she progresses through the Early Years Foundation Stage.

Settling In:

Before you register your child, we will provide you with the opportunity to visit the preschool with your child and meet the staff team. We will allocate a Key-Person to

your child who will welcome and look after them during their first sessions and continue providing them with support throughout the settling in process.

When your child begins their first session with us, we will explain the process of settling in again with you as parents and jointly decide on the best way to help your child settle into the preschool. We expect that you as the parent, carer or close relative, will stay for most of the settling in sessions during your child's first week, gradually decreasing your time at the setting until your child is comfortable and well settled with us.

Younger children might take longer to settle, as will children who have not previously spent time away from home. Children who have had a period of absence for whatever reason may need to be re-settled.

We consider a child to be settled when they have formed a relationship with their Key-Person. Each child should also be familiar with where things are in their room and be happy to participate in activities.

When you leave your child, we ask that you say goodbye, fully explain to them that you will be coming back later, and let them know when you'll be back. (Such as saying, 'Mummy will be back after you eat lunch').

We reserve the right not to accept a child into the setting without a parent or carer if the child finds it too distressing to be left with us. This is especially the case with very young children.

Within six weeks of starting, we will discuss with you our initial observations of your child. An initial observation form will then be filled out by your child's key person and be given to you to read at home, the initial observation form will act as a means to help us adequately plan for the needs of your child.

[The settling in process takes a period of 1 week:](#)

The first week

We ask the child's parent/carer to attend the preschool with their child for a whole week, coming in for a few hours (time will be allocated to you by management) every day. This helps the child become familiar with the setting, the preschool routines, their key person and other nursery practitioners.

On the first day the child will be left with us for a period of 60 minutes (*timing is subject to change depending on the child's needs). During this time, we ask parents to stay in the building in case we need to call upon them.

On the second day the child will stay for a couple of hours*, again the key person will greet both parent/carer and child at the door and take the child.

Depending on the child the process will be repeated for the rest of the week increasing the time the child stays with us each day building them up to staying without their parent/carer for a full session.

We ask that parents/carers bring their child into preschool continuously during the settling in period as having breaks during this time disrupts the settling in process and sends conflicting messages to a child; this in turn may bring about feelings of being insecure.

Some children may take longer to settle and become very upset upon parting from their parent/carer, if this is the case with your child, we ask that the child is still left with us so that he/she has an opportunity to form a bond with their key person and eventually fully settle.

[Other Related Policies & Procedures](#)

The following policies provide additional information regarding the safeguarding and welfare of the children in our care:

- *Acceptable Use Policy*
- *Administration of Medicines Policy*
- *Admissions Policy*
- *Anti-bullying Policy*
- *Children's Records Policy*
- *Children's Rights & Entitlement Policy*
- *Confidentiality & Client Access Policy*
- *Daily Running Policy*
- *Diversity & Equality Policy*
- *Employment & Staffing Policy*
- *Equal Opportunities Policy*
- *E-safety Policy*
- *EYPP Policy*
- *Fees, Charges & Non Payment Policy*
- *Fire Safety & Emergency Evacuation Policy*
- *First Aid Policy*
- *Food & Drink Policy*
- *GDPR Policy*
- *Health & Safety Policy*
- *Infection Control Policy*
- *Information Sharing Policy*

- *Jewellery Policy*
- *LADO Policy*
- *Lockdown Policy*
- *Looked After Children Policy*
- *Managing Children & Staff Allergies Policy*
- *Mobile, Camera & Social Media Policy*
- *Nappy Changing Policy*
- *No Smoking Policy*
- *Organisation Policy*
- *Outdoor Play Policy*
- *Parent Involvement Policy*
- *Parents Alcohol & Drug Misuse Policy*
- *Photography & Video Policy*
- *Physical Contact & Handling Policy*
- *Physical Environment Policy*
- *Prevent & British Values Policy*
- *Positive Behaviour Policy*
- *Provider Records Policy*
- *Recording & Reporting of Accidents & Incidents Policy*
- *Risk Assessment Policy*
- *Safeguarding Policy*
- *Security Policy*
- *Special Education Needs & Inclusion Policy*
- *Staff Alcohol & Drugs Misuse Policy*
- *Staff Behaviour Policy*
- *Staffing & Volunteers Policy*
- *Suitable Persons Protection*
- *Toileting Policy*
- *Transfer of Records Policy*
- *Uncollected or Lost Children Policy*

- *Usage, Storage & Retention Policy*
- *Vaccination Policy*
- *Whistleblowing Policy*
- *Working in Partnership Policy*

This policy will be monitored and evaluated at committee meetings. It will be reviewed annually and unless new legislation or an incident occurs which requires an immediate review of this policy

November 2024

Review Date: November 2025

This policy was adopted by the committee on 25/11/2024

Signed: Jean De Garis_____

Reviewed Date: 30/11/2025

Signature: *N L Mann-Rae*

Amendments: Removed Covid wording

Reviewed Date:

Signature:

Amendments:

Reviewed Date:

Signature:

Amendments:

Reviewed Date:

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