

Key Person Policy

“Each child must be assigned a Key Person. Their role is to help ensure that every child’s care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents”.

(3.27 Statutory Framework, Early Years Foundation Stage, March 2017).

At The Beehive, we promote positive relationships between staff, children and their parents/carers to ensure a consistent approach to care for all children. A summary of staff and their family groups of Key Children (and co-key children) is kept in each area and in the office. Displays of photos are also in each area of family groups.

When a child joins The Beehive:

- They will be assigned a Key Person, a special person who will get to know them, their personal needs and their interests.
- A home visit can be arranged if the parents wish for the Key Person to meet the child in their home environment before starting at nursery.
- Parents will be invited to attend some induction sessions with their child prior to the start date to assist with the settling in period and to become familiar with the Key Person (see Children’s induction policy).
- They will also be allocated a Co-Key Person, whereby an alternative (familiar) member of staff takes the role as Key Person, when the Key Person is absent. The Co-Key Person will work alongside the child’s main Key Person to ensure consistency of care and to ensure that in their absence, the child’s needs are still being met.
- Lists of key children groups are kept in the office and on area notice boards.

The Key Person’s responsibilities are:

- To be responsible for a key group of children, according to the ratios in that area.
- To welcome and settle the child and their family into the nursery.
- To complete home visits as required.
- To plan and manage the transition process between home and nursery and between other settings that the children may attend (including moving to school).
- To discuss the child’s welfare needs and other requirements (cultural/dietary) during the induction session and to explore the child’s interests.
- To request on-entry data from parents at induction to establish the child’s next steps and gain consent for Tapestry to be set up.
- To complete the Tapestry baseline assessment within the first three weeks the child is at the nursery.
- To start an online Learning Pathway for each child once their baseline has been established to record the child’s progress and achievements, ensuring that this is regularly updated (At least one observation a week).
- To plan activities based on the children’s interests and developmental needs linked to daily observations.
- To communicate daily with parents about their child’s day, the activities they have enjoyed and other relevant information about their welfare needs (i.e. food eaten at meal times and toileting). Children under 2 will have a communication book which details their day. Children over 2 will have an optional ‘Special Red Book’ in which a brief summary of their day will be recorded.
- To work collaboratively with other staff to ensure a smooth transition when a child moves into the next area within the nursery or leaves to attend another setting, the Key Person will complete a transition form and will arrange a meeting with the child’s new Key Person when moving to the next area (See Transition Policy). A new setting will be contacted by

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phone with consent of parents to enable a discussion to take place about the child and then a copy of their next steps will be forwarded if necessary.

- Where a child also attends another setting(s) the Key Person will make contact each term to share targets and interests, with visits arranged as necessary. Consent for this is sought on our initial registration forms and again on termly update forms. This will be recorded by the Room Leader and on the 'Communication with Other Settings and Outside Agencies' sheet at the front of each child's personal information file.
- To complete the 2 year old review during the child's time in Busy Bees. The Deputy Manager (who has responsibility for these) will prompt staff to complete the form and will support them in constructing the summary in conjunction with parents. Staff will then share the completed summary with parents asking for any additional comments and a signature. The original will be added to the child's development file, with copies put in their registration file and a copy given to parents to share with their Health Visitor. The completed reviews are sent termly to the Health Visitor Hub to share directly with health visitors prior to their health checks.
- To provide ongoing targets for their key children to be shared at Parents evenings or other pre-arranged times.
- To update the allergy and special care information at least termly, and individual risk assessments of their children.

When a child moves through to the next area within the nursery, The Key Person will be responsible for:

- Arranging a meeting with the new Key Person to discuss the child's welfare, dietary, medical and learning and development needs along with any other relevant information.
- Arranging some play sessions (in which the child can meet their new Key Person and become familiar with their new area). This may involve other staff swapping areas initially to cover the visit.
- Introducing parents/carers to the new Key Person.
- Completing the transition form and sharing this with the new Key Person prior to their child moving through (See Transition Policy for detailed information).

Gifts

Personal gifts given to staff may be accepted from parents when given through the setting. Staff are not allowed to buy individual gifts for children at nursery.

The parent/carer's responsibilities are:

- To update the Key Person with **any** relevant information about their child's welfare, dietary, medical or learning and development needs (or in their absence their child's co-Key Person).
- To inform the Key Person of their child's interests, progress and developments outside of the nursery verbally, by using the online pathway -Tapestry or the child's contact book.
- To share children's experiences and achievements outside of nursery on our 'WOW' board.

Non-contact time

Cover will be arranged with our regular supply staff to enable each Key Person time for planning, to update online pathways and to compile targets/assessments as needed.

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Signed Nursery Director

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Signed Nursery Manager