



JOHN WILKINSON NURSERY AND OUT OF SCHOOL HOURS PROVISION

KEY PERSON POLICY

STATEMENT OF INTENT

Each child attending Nursery will be assigned a key person. Children at After School club are not assigned a key person. However, any pre-school child using part of their funding for after school care will follow the requirements of the Early Years Foundation Stage (2012), including appropriate planning and observations by, where possible, the key person. The manager will do all possible to match each child's attendance pattern to the staff rota to ensure practitioners see their key children as often as possible. However, this is not always possible. In these cases we may occasionally have another member of staff 'buddy' / support the key person in observing and assessing. The key person will be responsible for helping the child and their family feel confident and safe within our setting. They will develop a good knowledge of the children in their care so that they can respond sensitively to their feelings, ideas and behaviours. Where possible, the same key person will be used for siblings in the family. Each child will be cared for in an appropriate way to meet their needs and those of their family.

This will be done by welcoming parents/carers and children using:

- Positive body language
- Friendly greetings
- Smiling/positive language
- Signing the visitors book
- Tour of the setting
- Good positive role models/examples

The key person will make a home visit to the family home with the Manager. The family will be offered a home visit through an email communication or a telephone call from the Manager which will give a date. The home visit will cover:

- Introducing key person and the second member of staff.
- Key person to spend time with the child.
- The manager going through the registration form to update any details, ensuring there are three emergency telephone numbers and any allergies noted.
- Discover the child's interests, likes and dislikes and development stages.
- Parents/carers can ask questions they may have.
- Photographs to be taken of child for the foyer peg, home box and key person information board.
- General information to be given to the family i.e term dates, lunch club, Forest School etc.

We understand that not all parents/families will take up the offer of a home visit or are unable to, so in this instance a time will be arranged within the sessions to cover the same objectives as at the home visit. To ensure the key person has the best opportunity to do this, the planning will be adjusted and possible cover for the key person will be arranged.

Next review: May 2022

The responsibilities of the key person are to:

- Collate observations of the key children and file in the Key Person file. Observations can be written, photographic evidence or pieces of children's work. Only the settings camera can be used to take photographs.
- Update the Learning Journey Books on a regular basis, ensuring they are annotated appropriately and clearly mark how children's learning opportunities tie in with the development matters statements within the Early Years Foundation Stage (2012) framework.
- Keep the Key Person folders at school.
- Each half term, complete a Learning Story to inform the planning. A copy of this will be given to the Manager, session leaders and key persons to ensure continuity of future planning.
- Each term complete the Tracking document through summative assessments of the observations, Learning Journey Book and Learning Stories.
- When the tracking document has been completed, a Key Person Overview sheet is completed. This needs to show the next steps for their key children and will inform the planning for the following term. The overview sheet must be completed by the second to last week of term so the Leader/Manager can organise the next terms planning in conjunction with all Key persons. This ensures all staff are involved in the process and therefore that planned activities are based on the children's interests and needs.

The key person will share information with parents/carers using the following opportunities:

- Regular conversations
- Discussion of achievement and praise of child's progress
- Photos and other evidence which will be collated and annotated in the child's learning journey book
- Sharing the learning journey book with the family once a term and encouraging the family to add comments if they wish
- Using clear and positive communication
- Newsletters
- Notice boards
- Offering confidentiality/privacy where required
- Offering two parent information evenings
- Inviting parents/carers to be involved through information evenings, sports days and fundraising events – this is also communicated

The initial settling in of each child will be individually assessed and the key person will be responsible for informing other staff of any issues. It is important that children and their families are welcomed and shown around by their key person. If a key person is absent for a long period of time parents/carers will be notified.

We will involve parents within the environment by:

- Identifying individual skills
- Regular communication

As we are aware that it is difficult for some parents to be actively involved within the setting we will look at different strategies for involving fathers or parents who work or live apart from their children.

Each key person will be a positive role model for other staff/parents and children by:

- Modelling their approach to the noise levels within the environment.
- Walking inside the building.
- Not sitting on the tables.
- Being positive, including good body language, enthusiasm
- Using children's/parents'/carers' names when talking to them.
- Showing respect to all.
- Being available/flexible.
- Being aware of individual needs of children, parents/carers, other staff members and visitors.