



## Early Education & Childcare

### Key Person Policy

**Aims:**

- Clear guidance on the role of Key Person within BS3 Community Development Nursery Provisions.
- To ensure every child in the nursery is given the appropriate level of attention and care, a key person is appointed for each child.

A key person is a qualified member of staff assigned to an individual child to support their development and act as the key point of contact with that child's parents/carers.

The key person is designed to help ensure their key children feel safe, secure and confident whilst their time at BS3 Community Development.

Staff qualified at level 2 or above will be a Key Person for a small group of children. The Room leads will monitor children's records of development and learning under the EYFS and ensure they are updated regularly and to an appropriate standard, the seniors in each room support the oversight of Tapestry and feed back to the leads with any concerns or celebrations. The room leaders are responsible for ensuring fair and even distribution of key person responsibilities and will monitor at regular intervals each key person's assigned children.

This policy will provide staff with a framework in which to operate the nursery key person system. It will define for staff the roles and responsibilities of a key person and how those roles and responsibilities translate into practice. By sharing with and gathering information from parents /carers relating to individual children, staff will be able to develop a full and accurate picture of each child's level of skill, knowledge and understanding, and their interests. This will enable staff to closely match provision to each child's individual needs.

The role by which the key person policy will be managed are:

- To build a trusting relationship with the child and their parent/carer.
- To ensure the welfare of the child through providing a stimulating and safe environment.
- To ensure a smooth settling in procedure for all key children both into the nursery, to their next room and ultimately onto school.

- If the child chooses a different adult as a key person, then this is supported as we value the child voice.
- To collect all relevant information about key children's specific needs from the parent/carer. **Information should be recorded in the child's all about me form.**
- To plan and provide a range of stimulating and age-appropriate activities for key children to assist with their learning and progression.
- To continually assess key children and relate the assessment to EYFS planning.
- To value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning.
- If relevant, to complete a '2 Year Old Check' in the term the child turns 2. Arrange a meeting with the parent to discuss the child's progress and/or any developmental concerns the check brings to the key person notice. Discuss development concerns with parents and contact appropriate professionals with parents' consent. **Update the child's chronology regarding any information effecting them.**
- To ensure that parents/carers are kept informed of the child's day to day experiences.
- To change and check key children's nappies as required and to assist with potty training and other toileting or intimate care needs.
- To perform a baseline assessment of the child, which will be shared with parents and carers after 4 weeks of getting to know them.
- The key person needs to record basic information about their key children such as sleep times, mealtimes and anything exciting or notable that happened during the day. This information is then passed on to the parent/carer at the end of the child's session.
- All communication with parents/ carers must be undertaken via Family Services or the room leads, room leads must include Family Services in this email.

BS3 Community Development is fully committed to continually evaluating its key person practice, managing changes and transitions as sensitively as possible and ensuring each child feels special and can develop an attachment.

**All leads should inform Head of Early Education and Childcare of any issues/requirements related to the child.**