



## **KEY PERSON APPROACH POLICY**

At Playtime Day Nursery we like to promote the role of the key person in the nursery and feel this is extremely important; this policy will give you a clear definition of the key person approach. Its aim is to set out clear guidelines that will support and enable you to develop close attachments with your key children.

The key person approach is based on many years research and is central to the Early Years Foundation Stage.

Welcome new children into the setting gradually. Helping them become familiar with the setting and confident within it.

Develop secure and trusting relationships with both your key person children and their families. This will start at the child's initial settling in visit and will continue to be developed over time.

Welcome and settle your child into the setting every day as they arrive.

To have an open communication with parents to ensure the child's individual needs are met and planned.

Provide a secure base for your key children and be 'tuned in' to their needs and interests and make sure these are met appropriately. This will be achieved by ensuring you: Giving a commitment to providing care and emotional support to each child as an individual throughout the day.

Sit at the child's level and be available to them emotionally and physically.

Comforting distressed children by acknowledging their feelings, offering explanations and reassurance calmly and gently. This is particularly important whilst the child is settling into the nursery.

Use suitable body language, eye contact and voice tone to indicate that you are interested in the child.

When bottle feeding your key children hold them on your lap and maintain eye contact and talk to them.

Change and toilet your key children personally especially in the baby and toddler room, handle sensitively and make sure you aware of their individual care routines.



During care routines for older children make sure you are aware of their needs but are also supporting their growing skills.

Keep observations and assessments on your key children and make sure these are recorded on their development records and that their interests and achievements are shared with the child's parents.

Make time to talk to other practitioners to share information about your key children and to discuss any problems or issues that may have arisen.

Remember a close emotional relationship with your key children does not undermine the ties children have with their parents and parents should be reassured about the benefits of the key worker approach.

Practitioners are expected to do termly development check (12 weeks or every 8 weeks for children with SEN) on key children along with any other reports such as two-year progress reports.

Each week the keyperson will choose a few children to be the "focus" group for that week's planning cycle. The keyperson will do written/photo observations. Parents/carers will have opportunities during the planning cycle to read and to comment as well as be asked by the keyperson what they would like to work on.

The Key person will do the two-year integrated view report for the Health Visitor check.

The key person will do transition passports for the children transitioning to the next room and transition passports for the children moving on to school.

Children who are transitioning rooms won't have a key person straight away. The keyperson will be decided after a few transition visits to see who the child bonds with.

The key person will set up, photos for pegs/world map/keyperson display/allergy boards/sleep routines etc.