



Registered Charity No. 1038425  
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[www.hanslopepreschool.org](http://www.hanslopepreschool.org)

# The Role of the Keyworker & Settling In Policy

Date adopted 13.07.2020

## Policy Statement (4.1)

We believe that children settle best when they have a keyworker to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a keyworker approach benefits the child, the parents, the staff and the Pre-school by providing secure relationships in which children thrive, parents have confidence, our staff are committed, and the Pre-school is a happy and dedicated place to attend or to work in.

We want children to feel safe, stimulated, and happy in the Pre-school and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the Pre-school. We aim to make the Pre-school a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The Keyworkers role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a keyworker. These procedures set out a model for developing a keyworker approach that promotes effective and positive relationships for children.

**During the COVID-19 outbreak it is likely that some children will not have their usual keyworker. Where this is the case, the principles of the keyworkers role are followed as closely as possible.**

**Any temporary staff must be trained proficiently and safely administer medication and medical procedures for individual children. They must also adhere to the guidelines and procedures on caring for the individual needs of children with SEND, as detailed in their Health Care Plans. 8.4a Prioritised Place Risk Assessment should be used to identify any risks that may be incurred due to change in keyworker for such children.**

## Procedures

- We allocate a keyworker to each child before they start to attend.
- The keyworker welcomes and looks after the child and their parents at the child's first session and during the settling-in process.
- Our Practice Manager explains our policies and procedures to parents with focus on policies such as safeguarding and our responsibilities under the Prevent Duty.
- Offering unconditional regard for the child and being non-judgemental.
- Acting as the key contact for the parents.
- The keyworker is responsible for developmental records and for sharing information on a regular basis with the child's parents, to keep those records up to date, reflecting the full picture of the child in the Pre-school and at home.
- Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
- The keyworker encourages positive relationships between children in his/her key group, spending time with them as a group each day.
- We promote the role of the keyworker as the child's primary carer in the Pre-school, and as the basis for establishing relationships with other staff and children.

## Settling - In

- Before a child starts to attend the Pre-school, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus, and policies on Pre-school website) verbal communication with parents at the initial visit and displays about activities available within the Pre-school.
- We provide opportunities for the child and his/her parents to visit the Pre-school before they are enrolled.

- We offer a home visit by the Practice Manager, deputy or keyworker before the child starts to ensure that all relevant information about the child can be known.
- Before a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the Pre-school.
- We welcome parents, carers, or close relatives to stay for most of the session during the first week, gradually taking time away from the child, increasing this time as and when the child can cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their keyworker; for example, the child looks for the keyworker when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and we explain to the child that their parent will be coming back to collect them and when.
- We recognise that some children will settle more readily than others, but some children who appear to settle rapidly are not ready to be left.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the Pre-school.
- We reserve the right not to accept a child into the Pre-school without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- After the first four to six weeks of starting the keyworker will review the development for the child's well-being, care and learning and to start to create the child's record of achievement and a copy of this is passed onto parent/carers to ensure they have a clear picture of their child's development

### **The progress check at age two**

- The keyworker carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance A Know How Guide: The EYFS progress check at age two.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the keyworker will note areas where the child is progressing well and identify areas where progress is less expected.
- The progress check will describe the actions that will be taken by the setting to address any developmental concerns (including working with professionals where appropriate) as agreed with the parent(s).
- The keyworker will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs to enhance their development at home.

### **Other useful Early Years Alliance publications**

Statutory Framework for the Early Years Foundation Stage: With non-statutory supporting documentation (2014)

Being a Key Person in an Early Years Setting (2015)

Creating a Learning Environment in the Home (2015)

This policy was adopted by Hanslope Pre-school on 13<sup>th</sup> July 2020

Date to be reviewed 13<sup>th</sup> July 2021

Signed on behalf of Hanslope Pre-school .....

By Sophia Sikora Secretary on 13<sup>th</sup> July 2020

**COVID- 19 Update 26.05.2020**