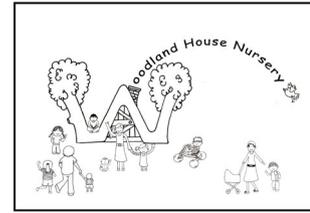


# Woodland House Nursery



## Key Person Policy

At Woodland House Nursery we believe that every child is unique and that every child should be given reassurance to feel safe and cared for. We believe children learn to be independent from a base of loving and secure relationships with parents and/or key person. The EYFS (Early Years Foundation Stage) states that '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'.

Woodland House Nursery operates a *key person* approach in line with the EYFS meaning that members of staff have special responsibilities for individual children.

- The key person makes sure that, within the day-to-day demands of the setting, each child feels special and individual, cherished and thought about by someone in particular while they are away from home.
- The 'key person' is someone who has real daily meaning and emotional significance to the child and his family.
- The key person must be aware of any special cultural and ethnic requirements in terms of food, worship, festivals and activities, particularly those forbidden by religion.
- The key person must know the likes and dislikes of their key children and give the appropriate support to those with additional needs.
- The key person must participate in evenings with parents/ guardians/carers and other functions as encouragement for the child.
- At Woodland House Nursery we value the role of the key person but also emphasise that it is not always possible for a child's key person to communicate daily to the child's parent/carers every time. We recognise that the key person

role is important but that the care of the child should not be affected if a key person is not present.

- We have established a 'Buddy' system whereby each child has a designated member of staff to be the child's key person in the absence of their actual key person. This is to ensure staff work together in order to maintain consistency for the children regardless of the presence of a child's key person.
- Due to staffs staggered shifts it may not always be possible for parents to see their child's key person but if is necessary then telephone calls between a key person and the parents can be organised.
- With regard to complaints made by parents, the first contact would be a child's key person. If this is not sufficient then the next contact would be the room leader or senior practitioner and finally, if parents are not satisfied then parents can contact the management team.
- Due to the recent changes to the EYFS a key person is chosen where possible, for the family prior to the child starting nursery. However, if a child has formed a stronger bond with an alternative member of staff then the child's key person can be changed.

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress and to understand their needs, and to plan activities and support appropriately.

All effective assessment involves reflecting, analysing and reviewing what a key person knows about each child's development and learning through sensitive and ongoing observation. Informed decisions can then be made about the child's motivations, fascinations, strengths and needs. It also enables the key person to assess the progress a child is making in their developing skills, knowledge and attitudes and plan next steps in learning to meet their development, learning needs and interests.

Reviews are a summary of all the formative assessments that have been collected as well as the key person's knowledge about individual children and make a summary statement about their key child's progress over time.

A key person can choose to summarise a child's achievements against the broad developmental age bands as defined in 'Early Years Outcomes' at the end of their summary. Parents and/or carers should be kept up-to-date with their child's progress and development.

- The key person will communicate regularly with the child's parents creating an ethos of collaboration. They are responsible for information sharing about the child's likes, dislikes, needs, development and learning via daily handovers, informal chats and learning diaries. This enables the parent to be involved in their child's learning journey at nursery.
- When a child makes the transition from one room to another the key person will ensure this process runs smoothly, working closely with the new key person and the parents.