

CAMBO WRAPAROUND CHILD CARE PRACTICE

THE ROLE OF THE KEY PERSON AND SETTLING-IN POLICY

POLICY STATEMENT

At Cambo Wraparound we believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. We are committed to the key person approach which benefits the child, the parents, the staff and the setting. It encourages secure relationships which support children to thrive, give parents confidence and make the setting a happy place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

We aim to make the setting 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 key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

Procedures

- We allocate a key person before the child starts Cambo Wraparound.
- The key person is responsible for:
 - Providing an induction for the family and for settling the child into our setting.
 - Completing relevant forms with parents, including consent forms.
 - Explaining our policies and procedures to parents with particular focus on policies such as safeguarding and our responsibilities under the Prevent Duty.
 - Offering unconditional regard for the child and being non-judgemental.
 - Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
 - Acting as the key contact for the parents.
 - 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 our setting 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.
 - Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.

- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other adults and children.
- We do, however, feel that as a small setting every member of staff has a good knowledge of each individual child and therefore should you have any queries regarding your child you will be able to speak to any staff member and they will be able to offer you the same level of support.

COVID-19

- During the COVID-19 outbreak it is likely that some children will not have their usual key person. Where this is the case, the principles of the key person role are followed as closely as possible.
- Any temporary staff will be trained to proficiently and safely administer medication and medical procedures for individual children. They will also adhere to the guidelines and procedures on caring for the individual needs of children with SEND, as detailed in their Health Care Plans.

Settling-in

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and evenings and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We may offer a home visit by the person who will be the child's key person to ensure all relevant information about the child can be made known.
- We use pre-start visits and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records.
- When 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 setting.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child; increasing this time as and when the child is able to 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 key person; for example, the child looks for the key person 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 explain that they will be coming back, and when.

- We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them
- 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 setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.
- We believe Cambo Wraparound is a unique setting whereby due to the nature of the setting children feel safe and secure with all staff members not just their key worker.

Afterschool

- Afterschool encourage parents/carers to visit the premises with their child before they attend Afterschool.
- Afterschool routines and programmes are discussed with the children.

Further information

- Statutory Framework for the Early Years Foundation Stage: With non-statutory supporting documentation (Pre-school Learning Alliance 2017)
- Being a Key Person in an Early Years Setting (Pre-school Learning Alliance 2015)
- Creating a Learning Environment in the Home (Pre-school Learning Alliance 2015)