



Putnoe Woods Preschool Keyperson Policy and Procedures

Introduction

Putnoe Woods recognises the importance of ensuring that all children's personal, social and emotional needs are met and that children thrive from a base of loving and secure relationships whilst in the preschool environment. To ensure that we fulfil the individual needs of the child, their parents / carers and their families we implement a keyperson approach within the setting.

Putnoe Woods Preschool believe that each child deserves to have a special relationship with someone within the preschool and the key person approach effectively celebrates this. It provides both the parents and carers and your child with a sense of security.

By developing a secure bond and attachment with their key person allows the child to explore the environment and play freely but feel safe within the environment. The staff at Putnoe Woods Preschool will plan for individual interests and learning experiences for them based on their individual needs.

Key person

1.16. Each child must be assigned a key person (also a safeguarding and welfare requirement) Providers must inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting. The key person must help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate.

3.27. 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 (in accordance with paragraph 1.16), to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

Statutory Framework for the Early Years Foundation Stage 2021

Before starting preschool your child will be allocated a Keyperson, however this may change as children often develop their own attachment with a member of staff. At Putnoe Woods Preschool we will embrace and support this, if and when it may happen. This means that the key person allocated before the child joins us may change depending on the needs of that child.



Your child's keyperson will use settling visits and the first session at which a child attends to explain and complete with their parents/ carers the child's registration records and collect essential information as well as information from the parents about the child's needs, likes, dislikes, routines and development. This will assist the key person in understanding the emotional needs of the child and enable them to match the home routine of the child within our setting, wherever possible.

Each key person at Putnoe Woods Preschool has a sound knowledge and range of skills to enable them in providing parents with advice and guidance and supporting any concerns with starting nursery or completing transitions from room to room and on to school.

The keyperson is a named member of staff with responsibilities for a small group of children who helps those children in the group feel safe and cared for. It involves the key person in responding sensitively to children's feelings and behaviours and meeting emotional needs by giving reassurance, such as when they are new to a setting or class and supporting the child's well-being. The key person supports physical needs too, helping with issues like nappy changing, toileting and dressing. That person is a familiar figure who is accessible and available as a point of contact for parents and one who builds relationships with the child and parents or carers.

Attachment Within the Preschool Setting

What is attachment and why is it important for young children?

Attachments are the emotional bonds that young children develop with parents and other carers such as their key person. Children form attachments within their first years of their life and it is seen as an important foundation for developing future relationships.

The benefits of creating secure attachments within the preschool environment is immense and includes:

- 1.1 Children with strong early attachments are less distressed when separated from their main carer
- 1.2 Children engage in more pretend play and sustain attention for longer
- 1.3 Children are vulnerable but will develop resilience when an adult protects their physical and psychological well-being
- 1.4 Children who are emotionally attached will feel safe and secure within the preschool environment
- 1.5 Children feel reassured
- 1.6 Children who feel safe and secure are more inclined to try things out and be more independent
- 1.7 Children are more confident to express their ideas and feelings and feel good about themselves



- 1.8 Children enjoy satisfying and enriching experiences in the preschool environment that complements their home life
- 1.9 Gives parents / carers confidence when leaving their child in the preschool setting
- 1.10 Attachment influences a child's immediate all-round development and future relationships in which they can thrive

The Role of the Keyperson within the preschool setting includes:

- 1.11 Providing a secure attachment for their key children in preschool
- 1.12 Helping their key children settle in and become familiar with the preschool environment
- 1.13 Meeting the needs of their key children responding sensitively to their feelings, ideas and behaviour
- 1.14 Providing a 'secure base' for the children by being there to support them and allowing them to explore at their own pace
- 1.15 Being primarily responsible for their key child's care routines
- 1.16 Developing a good relationship with parents/carers, ensuring that the child is cared for appropriately at nursery and accommodating their individual needs within the daily routine
- 1.17 Developing a flow of information and effective communication between themselves and the parent/carer to help them become aware of any significant aspects of family life that maybe important to the child
- 1.18 Being responsible for sharing their key children's development profiles with parents and other professionals as required, in cases of children with additional needs or identified children in need they will be called upon to attend reviews and core group meetings with the support of the Preschool Manager
- 1.19 Being responsible for observational records of their key children, using these using these to inform next steps, individualised planning, IEP's and completing Learning Journals for each of their key children
- 1.20 Ensuring where a child is supported by another member of staff who is not their key person e.g. SEND support record keeping then becomes a joint responsibility
- 1.21 Where possible supporting parents / carers when attending meetings such as SALT, Behaviour Drop In
- 1.22 Where possible supporting parents / carers when attending 2 Year Old Progress Checks and Integrated Reviews
- 1.23 Being responsible for the welfare of the children in their care monitoring patterns of absence, injury and development referring them on where necessary
- 1.24 Playing an integral role in the transition between room bases and school aiding this by introducing the children and their parents/carers to their new key person and helping them to become familiar with their new environment
- 1.25 Being responsible to pass on records during transition and to ensure that these records are all up to date



- 1.26 Being responsible to ensure the completion of Learning Journals and Transition Reports
- 1.27 Being responsible to complete '2 year Old Progress Checks'. In the case of a staff members absence it is the responsibility of a secondary key person to cover the role of the primary key person
- 1.28 Sharing the child's Learning Journal with parents / carers during Parent Consultations or during a convenient time

By implementing a Keyperson Policy within Putnoe Woods Preschool we can ensure that we foster positive relationships with both the children who attend the preschool and their parents and carers.

The Keyperson is the child and their parents / carers initial yet not exclusive point of contact within the preschool.

ALL members of staff at Putnoe Woods Preschool endeavour to develop and foster positive relationships with ALL children, their parents and carers as to ensure we provide a welcoming and nurturing environment.

Within the organisation of Putnoe Woods Preschool all Early Years Educators including the Deputy Manager and Team Leaders are required to assume keyperson responsibilities.

It is the role of the Deputy Manager or Team Leader to monitor individual Learning Journals and ensure that they are kept up to date and are of the required standards. Ultimately it is the role of the Preschool Manager to ensure that Learning Journals are kept up to date and maintained to expectation.

Parent Consultations

'Parents are their children's first educators'

Whilst as a parent or carer you will witness and cherish those precious moments of firsts and achievements, during your child's time at preschool and through their learning opportunities we are also fortunate to witness little steps, memories and accomplishments.

The staff at Putnoe Woods Preschool understand and empathise that, as parents ourselves, it is important to share these moments. Unfortunately it is not always possible to share these moments during drop off and collection times.

We endeavour to host opportunities for Parent Consultation sessions so we are able to engage on a one to one basis with parents / carers in order to be able to fully and successfully share information regarding your child's wellbeing, development, fascinations and explorations, emerging friendships and how your child is able to develop their learning and skills through play



opportunities. These consultations will be held when the child reaches their developmental milestones, generally every 6 months and when their keyperson completes a Spotlight Assessment. Starting Points are also carried out approximately after 4 weeks of a child starting preschool.

Putnoe Woods Preschool is committed to safeguarding and promoting the welfare of children and young people, employees, students, volunteers, trustees and parents and expects all staff and volunteers to share this commitment.

Date of Policy: September 2014	Created By: Jo Skelton	
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Review Date	Reviewer	Amendments
December 2015	Jo Skelton	Last paragraph re responsibility
December 2017	Jo Skelton	

Review Date	Reviewer	Amendments	Policy signed off on behalf of the Board of Trustees
November 2019	Jo Skelton Nikki Adams	New email address	November 2019
January 2022	Jo Skelton	Update EYFS 2021 Spotlight Assessments added	

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