



General Welfare Requirement: Organisation

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

Child care practice

The role of the key person and settling-in

At Cherry Blossom Nursery and Preschool we believe that children settle best when they have a key person to relate to, who knows them and their parents, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, the parents have confidence and the nursery is a happy place to be.

It is important that the children feel safe, stimulated and happy at nursery and to feel secure and comfortable under the care of our 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 their individual needs and that of their families.

The key person role is set out in Welfare Requirements of the Early Years Foundation Stage.

Each

setting must offer a key person for each child.

Procedures

- The key person is responsible for the induction of the family and for settling the child into our setting.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a child minder and co-ordinates the sharing of appropriate information about the child's development with those carers.
- A key person is responsible for developmental records, the learning story 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.

- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.
- We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person.
- 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 staff and children.

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), visits to our nursery and individual meetings with parents answering any questions that they may have.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- We allocate a key person to each child and his/her family before he/she starts to attend; 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 use pre-start visits and the first session at which a child attends to explain and complete with his or her parents the child's registration records.
- When a child starts to attend, we explain the process of settling -in with his or her parents and jointly decide on the best way 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 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 parents 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 participate in other 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 happily be 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 start to create their child's record of achievement.

Transitioning to a new room/preschool building

- When children are ready to move on to the next room and especially when this applies to moving to the preschool building - the key person will accompany them in transitioning sessions and hand over all important information about the child to support the role of their new key person.

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