



Rainbow Teddies Pre-school Policy Document

Key Person

Safeguarding and Welfare Requirements:

4) Key Person (*Settling/Key Person/Monitoring/Assessment*)

10) Information and Records

EYFS Key Themes and Commitments:

A Unique Child

Positive Relationships

Enabling Environments

*Learning and
Development*

This policy was adopted at a meeting on:

Review Date:

Signed: on behalf of the Management Committee

Print Name: Position:

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Signed: Pre-school Manager



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Rainbow Teddies Pre-school aims to provide the highest quality education and care for all our children. We aim to offer a warm welcome to each individual child and family and to provide a safe and caring environment within which all children can learn and develop as they play.

Settling at pre-school

We want children to feel safe and happy in the absence of their parents/carers; to recognise other adults as a source of support and guidance and to be able to share with their parents/carers afterwards, the new learning experiences enjoyed at Rainbow Teddies Pre-school. In order to help children to 'settle-in' to pre-school we:

- Encourage parents/carers to plan visits to the pre-school with their children during the weeks before the intended start date.
- Introduce flexible admission procedures, if appropriate, to meet the needs of individual families and children.
- Encourage parents/carers to remain with their child until the child is confident to express their needs to the staff e.g. asking to go to the toilet.
- Make clear to families from the outset that they will be supported at Rainbow Teddies Pre-school for as long as it takes to settle their child there.
- Reassure parents/carers whose children seem to be taking a long time settling into the pre-school.
- Encourage parents/carers where appropriate, to separate from their children for brief periods at first, gradually building up to longer absences. It may be suggested that a child starts a session slightly later until full confidence is established.
- If, for whatever reason, the child does not appear ready we may suggest leaving starting pre-school for a while.

Key Person/Monitoring/Assessment

We operate a Key Person system whereby all children are allocated a qualified member of staff who will be responsible for: liaising with parents; monitoring the progress of a small group of children; and coordinating each child's Learning Diary.

The Learning Diary will show the learning and developmental progress that a child achieves over the period of time that they attend Rainbow Teddies and will cover the seven areas of Learning and Development, as defined in the statutory framework for the 'Early Years Foundation Stage' (*EYFS- DfE 2017*)

Please refer to our *Information Handbook* for more detailed information about the EYFS and our educational programme/curriculum planning.

From entry to pre-school the Key Person will monitor how a child is settling and will be the main point of contact for parents/carers during those first tentative weeks. After a few weeks, parents will be invited to meet with their child's Key Person to discuss how he/she is settling into pre-school life and (where appropriate) to discuss the *Progress Check at age two*



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Progress Check at Age Two:

This is statutory requirement of the EYFS. When a child is aged between 24-36 months we have to provide parents/carers with a short, written summary on their child's development in the three prime learning and development areas of the EYFS: personal, social and emotional development; physical development; and communication and language development. The Key Person will discuss this with parents/carers and agree when would be the most appropriate time to undertake the written summary or to confirm that this will be undertaken at another setting (should a child spend more time during the week at another early years setting).

We believe that parents/carers are the most important educators of their children and only by working together can we meet children's individual needs; all parents/carers will be invited to contribute in the process of observation, assessment and in the planning of 'next steps' for their child's learning and development.

- Parents/carers will have the opportunity to discuss their child's Learning Diary and progress with their child's key person at regular points during the academic year.
- Any concerns the staff have regarding a child's development will be discussed with the parents/carers as soon as possible in order to facilitate the best support for the child (see *Special Educational Needs and Disability Policy*)
- Key People will be available to talk about any queries or problems that parents would like to discuss regarding their child. This may require an appointment; parent/carers are advised to contact their child's Key Person direct.
- It may be necessary to change Key person as the child progresses through the pre-school.

More information about the EYFS and the progress check at age two, can be found at:

www.foundationyears.org.uk and www.education.gov.uk