



Kenyngton Manor Nursery and Preschool Key Person Procedure

Kenyngton Manor Nursery & Preschool wants every child to feel safe and happy whilst they are separated from their parents/carers. We understand how difficult it is for parents/carers to leave their child with people who are unfamiliar to both parents/carers and child, therefore, 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. We believe that children settle best when they have a 'Key Person' to relate to, who knows them and their parents well, and can meet their individual needs whilst supporting them throughout their early learning journey.

The Early Years Foundation Stage Statutory Framework, EYFS 2024 (Key Person) states:

3.34. 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 and/or carers. They should also help families engage with more specialist support if appropriate.

Each child is also assigned a secondary key person who will oversee another key group in case of staff absence.

Procedure

An appointed 'Key Person' at Kenyngton Manor Nursery and Preschool is someone who:

- Has a good working knowledge of the implementation and learning outcomes of the EYFS (2024).
- Can observe, support, monitor progress and development of individual children and feedback to their families regularly.

Role of the Key Person

- To support with the 'Settling In' process for new children and their families. E.g. attending a home visit to find out what support the child may need to settle in.
- To provide comfort, care and education for individual children.
- To monitor their diet, toileting needs, emotional needs, and indoor and outdoor interests and spend quality time with their key child.
- To communicate needs to other staff who will be caring for the child.
- To help a child become familiar with the nursery or preschool setting.
- To protect the child from harm and will help them to stay safe by developing a meaningful relationship with the child.
- To build a positive and settled relationship with the child and their family.



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- To be available for parents/carers to discuss development, concerns and to answer questions.
- To work with the parents/carers to plan and deliver a personalised plan for the child's well-being, care and learning following the Early Years Foundation Stage Principles (2024).
- To be responsible for maintaining progress records of the children allocated to them.
- To be responsible for planning activities for the children in their key group, taking into consideration all the information gathered regarding the child's development and needs.
- To carry out regular spontaneous/planned observations, and assessment of the children following the EYFS (2024) and use them to plan future provision.
- To give input for 'Termly Next Step' reports and discuss these with parents at termly Stay & Play sessions.
- To be competent in explaining each individual child's gaps and strengths in their learning and development as observed without the need to refer to any paperwork or records.
- To work with the settings SENCo to create and/or review Individual Support Plans (ISP's), if required, and to attend meetings with the SENCo, parents and outside agencies to support children with additional needs or SEND.
- To contribute to leavers 'Transition' forms for key children moving onto to a new setting and to attend transition meetings, phone calls, video meetings etc if required.
- To act as a positive role model for all children and consistently scaffold their learning.

The EYFS (2024) has 4 themes that underpin all guidance; see the overarching principles in the table below:

Unique Child	Positive Relationships	Enabling Environment (with teaching and support from adults)	Learning and Development
Support children to develop a positive sense of their own identity and culture. Identify any need for additional support. Keep children safe. Value and respect all children and families equally. Children constantly learn and can be resilient, capable, confident and self-assured.	Supportive of children's own efforts and independence. Built on key person relationships in early years settings. Children learn to be strong and independent through positive relationships.	Adult's respond to children's individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents/carers.	Children develop and learn at different rates. See the 'characteristics of effective teaching and learning.' The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.