

Key Person

Policy statement

We believe that children settle best when they have a key person to relate to, who knows them and their parents/carers well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents/carers, the staff and the nursery by providing secure relationships in which children thrive, parents/carers have confidence, staff are committed, and the nursery is a happy and a dedicated place to attend or work in.

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

We aim to make Little Learners 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 section 3 of the Statutory Early Years Foundation Stage framework. The framework requires that a key person is assigned to each child. The role of the key person is to help ensure every child's care is tailored to meet their individual needs, help the child become familiar with the setting, offer a settled relationship and build a relationship with parents/carers. They should also help families engage with more specialist support if appropriate.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

Our Procedures

1. Key person responsibilities

- a) Each child is assigned a key person prior to or on admission to the nursery. Following observation of the child's relationships and attachments within the setting, this allocation may be reviewed if a stronger bond develops with another practitioner.
- b) Practitioners within the assigned room are responsible for the induction of the family and for settling the child into the nursery. Staff will offer unconditional positive regard for the child and will remain non-judgemental.
- c) The assigned key person works with the parents/carers to plan and deliver a personalised plan for the child's well-being, care and learning.
- d) The assigned key person acts as the key contact for the parents/carers and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- e) The assigned key person is responsible for developmental records and for sharing information on a regular basis with the child's parents/carers to keep those records up-to-date, reflecting the full picture of the child in our nursery and at home.
- f) Assessment will be based on practitioners' knowledge of the child through everyday interactions, observations and professional judgement. Unnecessary paperwork will be avoided in line with EYFS requirements.



- g) The assigned key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.
- h) We provide a back-up key person (a buddy) so the child and the parents/carers have a key contact in the absence of the child's key person.
- i) We promote the role of the key person as the child's primary carer in the nursery, and as the basis for establishing relationships with other staff and children.
- j) Parents/carers can request a change of key person through discussion with the manager.
- k) The key person can be changed if a child makes stronger bonds with another member of staff.

2. Settling-in

- a) Before a child starts to attend the nursery, we use a variety of ways to provide his/her parents/carers with information. These include written information (including our prospectus and policies), displays about what happens in the nursery, menus and examples of activities on offer.
- b) The practitioners assigned to the room welcomes and looks after the child and his/her parents/carers at the child's first session and during the settling-in process.
- c) We use the first settle session which a child attends to explain and complete, with his/her parents/carers, the child's registration records and settle paperwork Staff and Parents/carers jointly decide on the best way to help the child to settle into the nursery.
- d) When a child starts to attend, we explain the settling-in process to parents/carers and agree an approach that best supports the child's individual needs.
- e) 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.
- f) We determine a child to be settled when they have formed a positive relationship with their key person; for example, the child looks for their key person when they arrive, 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.
- g) When parents/carers leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- h) 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 at the end of any two-hour settle period to provide a time for them to explore the room with their child and the key person.
- i) 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 nursery.
- j) We reserve the right not to accept a child into the nursery without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- k) Within the first four to six weeks of starting, we discuss and work with the child's parents/carers to begin to create their child's record of achievement.

3. The progress check at age two

- a) The key person carries out the statutory progress check at age two in accordance with Section 2 of the EYFS Statutory Framework for Group and School-Based Providers effective from 1 September 2026.



- b) The progress check aims to review the child's development and ensures that parents/carers have a clear picture of their child's development.
- a) Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- b) The progress check will describe the actions that will be taken by the nursery to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- c) The key person will plan activities to meet the child's needs within the nursery and will support parents/carers to understand the child's needs in order to enhance their development at home.

This policy complies with the requirements of the Early Years Foundation Stage (EYFS) Statutory Framework, effective from 1 September 2026.

Date policy last reviewed/updated	25 th August 2026	Reviewed by	Terri Noone - Interim Regional Nursery Manager Charlie Walton – Nursery Manager Jodie Richards – Nursery Manager
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