

# HANHAM TODDLERS PRE-SCHOOL

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## 1.0 Policy

1.1 Hanham Toddlers Pre-school's objective is to provide the highest possible quality of experience for both children and adults whilst attending the group.

1.2 The Pre-School achieves this by deployment of the Key Person system and the high ratio of adults, (Group Leaders and Early Years Practitioners), to children, in each class.

## 2.0 Scope

2.1 This procedure defines the activities performed by a Key Person.

## 3.0 Referenced Documents

*Statutory Framework for the Early Years Foundation Stage*

## 4.0 Definitions

*Key Person:* an identified member of staff who is responsible for a nominated group of children.

*Key Children:* children who are allocated to a Key Person.

*The Pre-School:* Hanham Toddlers Pre-School

Approved	Print Name	S Rouch	Position: Manager
	Signature	Signed copy held in Master Procedure Manual	Date: 23 February 2023
Authorised For issue	Print Name	K Ricketts	Position: Chair
	Signature	Signed copy held in Master Procedure Manual	Date: 9 February 2023
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<p><b>5.0 Procedure</b></p> <p>5.1 <u>Contents</u></p> <p>5.1 Contents</p> <p>5.2 Introduction</p> <p>5.3 Deployment</p> <p>5.2 <u>Introduction</u></p> <p>5.2.1 The Key Person System ensures that personal attention is provided to the care, learning and development of each child attending the Pre-School.</p> <p>5.2.2 The aim of the Key Person System is to provide the following benefits:</p> <ul style="list-style-type: none"> <li>• care tailored to meet a child's individual needs and build a relationship with the child's parents</li> <li>• assistance with children settling into pre-school, (see also the Settling in at Pre-School procedure P2-16), or when changing groups</li> <li>• enable the Pre-School to identify and monitor a child who has additional needs</li> <li>• enable the Pre-School to monitor closely each child's development in all areas and to ensure that each child's needs are considered and satisfied within the curriculum</li> <li>• provide individual knowledge of each child, enabling the Key Person to make a valuable contribution to their protection and development</li> </ul> <p>5.2.3 Each child shall be assessed at least once during each term under the following:</p> <p>Prime Areas:</p> <ul style="list-style-type: none"> <li>• Personal, Social and Emotional Development</li> <li>• Communication and Language</li> <li>• Physical Development</li> </ul> <p>Specific Areas:</p> <ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Literacy</li> <li>• Understanding the World</li> <li>• Expressive Arts and Design</li> </ul> <p>5.2.4 These assessments are performed using Early Years Foundation Stage documents and records held within each child's individual Learning Journal.</p>			
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<p>5.3 <u>Deployment</u></p> <p>5.3.1 Each child attending the Pre-School shall be allocated a Key Person. The Key Person and the children allocated to them shall be identified for each class in the Group Leaders File and displayed the notices board in each classroom.</p> <p>5.3.2 Parents/carers shall be informed of their child's/children's Key Person at the beginning of Term 1.</p> <p>5.3.3 The Key Person shall perform the following:</p> <ul style="list-style-type: none"> <li>• complete all necessary paperwork supporting the generation of each child's Learning Journal</li> <li>• keep a watchful eye on the child during the settling in process, providing reassurance to both child and Parent/Carer as necessary</li> <li>• ensure, along with the Group Leader, that the child's Parents/Carers are supported in the understanding of the rationale behind the activities and equipment available at the Pre-School</li> <li>• assist in helping new children become integrated into Pre-School life</li> <li>• build a relationship with the children in their care and to comfort and reassure them when necessary</li> <li>• sit with the children they are responsible for at lunch times as well as some snack times and other occasions</li> <li>• observe the children in their group and provide feed back to the Group Leader to ensure that the children's individual needs are satisfied</li> <li>• have regular contact with Parents/Carers to ensure that the child's performance and progress is communicated</li> <li>• work closely with the Special Educational Needs Coordinator when children are identified to have additional needs</li> <li>• build relationships with Parents/Carers to enable them to be more involved in Pre-School life</li> </ul> <p>5.3.4 The Key Person shall not:</p> <ul style="list-style-type: none"> <li>• shadow their key children throughout the session</li> <li>• liaise only with their individual group of key children</li> <li>• prevent other staff or volunteers from forming relationships with their key children</li> </ul>			
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## 6.0 Amendment Record

Issue 2:

Inclusion of Section 6 – Amendment Record

Paragraph 1.2

New Paragraphs 5.2.3 and 5.2.4

New Paragraph 5.3.2

Re-number paragraphs to the end of Section 5.3

Issue 3:

Replace C Gibbs with L Sims as Chair

Renamed procedure as *Key Persons*

Insert reference *Statutory Framework for the Early Years Foundation Stage* in Section 3

Replaced term *Key Worker* with *Key Person* throughout document

Include additional aim in Section 5.2.2

Re-worded Section 5.2.3

Modify Section 5.3.1

Modify Section 5.3.3

Added new page 4 and re-page numbered

Issue 4

Replace L Sims with N Bowman as Chair

1.2 – Replace *Helpers* with *Early Years Practitioners*

5.3.1 – change children allocation from 5-7 to 7

Issue 5

**Paragraph 1.2** - remove reference to Assistant Group Leaders

Update name of Manager and Chair in signature block

**Paragraph 5.2.4** - replace examples of evidence with reference to records held in individual Learning Journals

**Paragraph 5.3.1** – remove reference to maximum child numbers per Key Person and replace where they are identified from the Operational Plan to the class notice board