



Caterpillars Pre-School

Role of the Key Practitioner

March 2018



Policy statement

We believe that children settle best when they have a key practitioner to relate to, who knows them and their parents well, and who can meet their individual needs. We are committed to the Key Practitioner approach which benefits the child, the parents, staff and setting. It encourages secure relationships which support children to thrive, give parents confidence and make the setting a happy place to attend and work in.

We want children to feel safe, stimulated and happy in Caterpillars Pre-School and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with Caterpillars Pre-School.

We aim to make Caterpillars Pre-School 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 the Safeguarding and Welfare Requirements of the Early Years Foundation Stage Statutory. The procedures set out a model for developing a key practitioner approach that promotes effective and positive relationships for children who are in settings.

Procedures

- We inform the parent and child of their key practitioner.
- We offer pre-start visits and home visits to all of our families.
- The key practitioner is responsible for:
 - The induction of the family and for settling the child into Caterpillars Pre-School.
 - Completing relevant forms with parents, including consent forms.
 - offering unconditional regard for the child and is non-judgemental.
 - works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
 - key contact for the parents 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.
 - developmental records 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 at Caterpillars Pre-School and at home.
 - Encouraging positive relationships between children in her/his key group, spending time with them as part of a group each day.
- We promote the role of the key practitioner as the child's primary carer at Caterpillars Pre-School and as a basis for establishing relationships with other adults and children.



Settling-in

- The key practitioner welcomes and looks after the child and parents at the child's first session and during the settling-in process.
- We use pre-start visits and home visits to explain and complete the child's registration records and getting to know you booklet.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into Caterpillars Pre-School.
- 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 practitioner 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 and participate in activities.
- 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 Caterpillars Pre-School.

The progress check at age two

- The key practitioner carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance *A Know How Guide: The EYFS progress check at age two*.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key practitioner will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by us to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key practitioner will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

This policy was adopted at a meeting of Caterpillars Pre-School

Held on	1 st March 2018
Date to be reviewed	September 2019
Signed on behalf of the management committee	
Name of signatory	Andi Clark
Role of signatory (e.g. chair/owner)	Chair of the Committee