

KEY WORKER POLICY



Mytham Little Stars Nursery

Reviewed by staff & the Pupil wellbeing committee: October 2021

(CHAIR OF GOVERNORS)

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(HEADTEACHER)

Safeguarding and Welfare Requirements: Key Worker

Introduction:

Each child must be assigned a key worker. 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 and form a bond for the child and to build a relationship with their parents.

The role of the key worker and settling-in

Policy Statement

At Mytham Little Stars Nursery and in Reception class, we believe that children settle best when they have a key worker to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key worker approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place in which to attend or work.

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

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.

School follow the statutory early years framework to ensure our keyworker systems meets the statutory requirements.

The procedures set out a model for developing a key worker approach that promotes effective and positive relationships for children who attend our nursery.

Procedures

We allocate a key worker either before the child starts nursery or soon after.

The key worker is responsible for the induction of the family and for settling the child into our nursery in conjunction with the Early Years Teacher and Lead Practitioner.

The key worker will arrange a registration meeting for the parent/carer to take place in nursery, where all relevant information about the child can be shared.

The key worker offers unconditional regard for the child which is non-judgemental.

The key worker acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, other nurseries/family members, and co-ordinates the sharing of appropriate information about the child's development with those carers. Parent(s) can, at any time, make an appointment to see the key worker and/or Early Years Lead Teacher for a longer discussion regarding any issues or concerns.

A key worker is responsible for developmental records and for sharing information on a regular basis with nursery SLT. Parent Consultations will take place twice per year and a written report will be given at the end of the academic year when nursery SLT and key workers will share progress and next steps. A report will also be prepared for the 2 year old check. Nursery SLT and key workers actively promote parental involvement to enable an holistic approach to the child's development

The key worker encourages positive relationships between children in her/his key group, spending time with them throughout each day they attend.

We provide a back-up key worker so the child and the parents have a key contact in the absence of the child's key worker.

We promote the role of the key worker as the child's primary carer in our nursery, and as the basis for establishing relationships with other staff and children, and other professionals who may also work with the child and family.

Experienced key workers model best practice for new staff.

The key worker will:

- Liaise with the parent/carer at the beginning and end of sessions where possible to reassure and exchange information about the child.
- Will make observations and assessments to share the child's development and learning and give regular feedback to parents/carers on a flexible basis.
- Liaise with parents/carers regularly regarding the child's interests, learning and development at home and include this in the play experiences offered in our nursery.
- Work alongside the Special Educational Needs Coordinator to assist those children who would benefit from additional support within nursery, or those who require additional support from outside agencies and other professionals.
- Support the early identification of children that are falling behind and ensure they have access to help they require' either in school or externally through multi-agency working.

- Support a child and family through transitions into next settings by information sharing with other professionals, with parent/carer consent as appropriate, completing records of achievement and transfer documents.

Settling-in

At Mytham Little Stars Nursery, we endeavour to create a strong partnership with parents which will enable us to work together as a team to help your child learn, develop and progress.

We aim to help each child to settle quickly, but recognise that children are unique and may require differing amounts of time/ levels of support in order to do this. Children who have had a period of absence may also need their parent's help to resettle them.

Therefore, it is important that parents work to together with nursery by:

- Being available to contact at all times
- Appreciating that the needs of your child are our prime concern
- Being patient and understanding that sometimes, this can be a slow process
- When parents/carers leave, we ask them to say goodbye to their child and explain that they will be coming back later.

Before a child starts to attend the nursery, we use a variety of ways to provide his/her parents with information. These include written information (including our welcome booklet and induction process), an information/open day and individual meetings with parents. When a child is enrolled, we aim to provide opportunities for the child and his/her parent(s) to visit the setting.

Settling your child into nursery and allowing them to feel happy and secure, is essential to their well-being. It is important for them to form a bond with their key worker

All relevant information about the child will be made known to the nursery team so they can all meet the child's needs. Confidentiality, of course, is respected.

Once the child has settled, we will start to create their child's Learning Journey file on Tapestry. Parents are actively encouraged to contribute to this file via parental comments, photographs, electronic messages, extended holiday diary or by verbal contributions which are noted down by the key worker.

The Progress Check at Age 2 Years

The Sparkle room manager carries out the progress check if needed as soon as the child has settled in, in accordance with any procedures in place from the Local Authority and referring to the guidance in the EYFS book – A Know How Guide -The EYFS Progress Check at 2.

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 worker 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 nursery to address any developmental concerns (this may include working with other professionals if appropriate) as agreed with parents/carers.

The key worker will liaise with the health visitor and plan activities to meet the child's needs within the nursery and will support the parents/carers to understand the child's need in order to support the child's learning at home and to enhance the child's development.

S Beatty/S Unwin