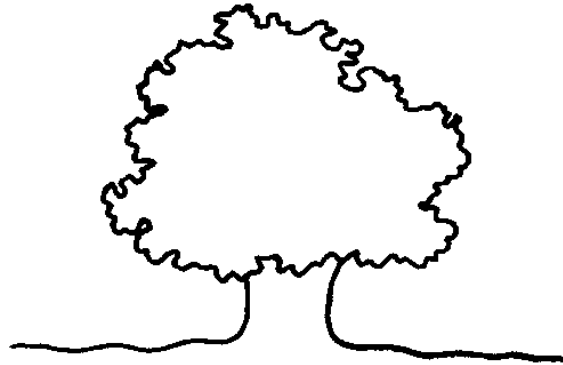


LITTLE ACORNS



MONTESSORI

Centre	<i>St Peters Hall</i>	<i>Berkshire Guide</i>
	<i>Hatchet Lane</i>	<i>Windlesham Road</i>
	<i>Winkfield</i>	<i>Priestwood</i>
	<i>Windsor</i>	<i>Bracknell</i>
1GG	<i>Berkshire SL4 2EG</i>	<i>Berkshire RG42</i>
	Tel: 01344 882942	Tel: 01344 411928
	Tel: 07835 905553	Tel: 07771 637934

Website: littleacornsmontessori.co.uk

Email: val@littleacornsmontessori.co.uk (Priestwood setting)
mish.tuddenham31@gmail.com (Winkfield setting)

POLICIES & PROCEDURES

Last updated 25/05/2023
By Val Duffy and Michelle Tuddenham

Next review 31/05/2024

THE ROLE OF THE KEY PERSON AND SETTLING IN POLICY

Statement of intent

We want children to feel safe, stimulated, and happy in Little Acorns 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 the pre-school.

Aim

We aim to make Little Acorns a welcome place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

Methods

- Before a child starts to attend the school, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and handy hints documents).
- Home visits are offered to parents to introduce ourselves in the child's home environment.
- At the beginning of every term, we offer a stay and play session to all new children and their parents. We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- When a child starts to attend, we work with his/her parents to decide on the best way to help the child to settle into the pre-school.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session.
- Within the first six weeks of starting, we allocate each child with a key person who will discuss and work with the child's parents to create their child's record of progress.
- The key person acts as the 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.
- The key person is responsible for 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 in our setting and at home.
- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.
- We provide a back-up key person, so the child and the parents have a key contact in the absence of the child's key person.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.
-

The progress check at age two

- The key person 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 person 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 the setting to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).

- The key person 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.

