

**Safeguarding and Welfare Requirement: Key Person**

Each child must be assigned a key person. 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 for the child and build a relationship with their parents.

**The Two-Year-Old Policy at St Clements at St Clements Pre School LTD**

We appreciate that two-year olds are at a very special stage of their development; therefore, we acknowledge the need to be very attentive to this age group and have fair expectations of two-year olds in our setting. We support and promote two-year olds increasing desire to be independent by guiding them through calm and reassuring steps that supports their well-being and development at this stage.

**The role of the key person and settling-in at St Clements****Policy Statement**

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual need and circumstances of children and their families. We want children and their families 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 children's well-being and their role as active partners with the setting. We believe that children benefit from an enhanced early years education and care when parents and settings work together in partnership (*see Parental Involvement policy*).

We believe that children settle best when they have a key person to relate to; building on a strong partnership between practitioners, parents and careers in order to recognise and support the child and their family's individual needs. Research shows that the key person supports children in developing healthy emotional attachments, enabling them to feel safe and secure. This trusting relationship enables children to feel emotionally secure in leaving their parents, encouraging them to feel safe and secure to explore and develop independently. The key person observes and plans experiences to support each child's unique developmental needs, through enabling enriched environments to support personalised, learning and development. The key person 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 to attend work in.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each setting must assign a key person for each child. The role of the key person is outlined the "**The role of the key person and settling in**" policy

**EYFS themes and principles underpinning policy and practice. (= Learning and Development)**

A Unique Child (UC)	Positive Relationships (PR)	Enabling Environments (EE)
Every child is a unique child who is constantly learning & can be resilient, capable, confident & self assured.	Children learn to be strong and independent through positive relationships.	Children learn & develop well in enabling environments. In which their experiences respond to their individual needs and there is a strong partnership between practitioners & parents & carers.

## Procedures

The procedures set out are to ensure care and time are taken to settle young children in a new environment. St Clements believe that children who are distressed or left too early will alternatively take longer to settle impacting on their emotional wellbeing.

## Settling-in

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information; an information leaflet is available for parents to support their child in settling-in.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- Social stories are available to take home to support children in settling-in, familiarising them with the setting and the routine.
- We use a visual timetable to support children in seeing the routine and what will happen next.
- We use non-verbal communication signs to support a two-way communication with the children enabling them to show us their needs, this particularly supports two years, children with special educational needs and English as an additional language (EAL).
- We ask parents of children coming from families with English as an additional language to explain in their language the visual timetable and non-verbal communication signs, to support routine and communications.
- We allocate a key person to each child once the child has started the setting; waiting until relationships have been formed ensures that we support each child's needs in matching them up to the appropriate key person and key child.
- 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 explain the process of the settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- Children settle best when a stepped approach is planned and agreed by all, we follow a **"Settling in without tears"** procedure.
- Children will be offered 2 sessions for a minimum of 2 weeks as part of our settling in agreement, once we recognise signs that indicate your child is secure and happy we will agree to increase their hours slowly.
- A comforter may be brought in to help the child settling during the first couple of weeks.

- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.
- 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.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back and when.
- 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 for at least the first week, or possibly longer, until their child can stay happily without them.
- 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 setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.

This policy was adopted at a meeting of

**St Clements**

Held on

Spring TERM 2021

Date to be reviewed

Spring TERM 2022

Signed on behalf of the provider

Name of signatory

Elaine King and Rachael Hills

Role of signatory (e.g. chair, director or owner)

Owners/managers

Useful publications

Getting it right for Two Year Olds by Penny Tassoni

**Safeguarding and Welfare Requirements: Progress check at age two**

When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short-written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected.

### The Progress check at age two at St Clements at **St Clements Pre School LTD**

#### Policy Statement

The Early Years Foundation Stage (EYFS) requires that parents and carers must be supplied with a short-written summary of their child's development in the three prime learning and development areas of the EYFS: Personal, Social and Emotional Development; Physical Development; and Communication and Language; when the child is aged between 24-36 months. Once a child starts at the setting a settling in period is required before completing the progress check, enabling the key person and other practitioners to build up a good knowledge of the child's development.

This document is intended to support practitioners within early years settings who are undertaking the EYFS progress check at age two. The progress check has been introduced to enable earlier identification of development needs so that additional support can be put into place.

The progress check will provide a clear picture of the child's development, starting the assessment with practitioners and parents reflecting together as they share their knowledge and understanding of the child. Additional information will be provided by practitioner's knowledge of the child, ongoing observational assessment and what the child can do consistently and independently, views and information gathered from parents, children's participation in their own learning and views from other practitioners and professionals who know the child.

#### EYFS themes and principles underpinning policy and practice. (= Learning and Development)

A Unique Child (UC)	Positive Relationships (PR)	Enabling Environments (EE)
Every child is a unique child who is constantly learning & can be resilient, capable, confident & self assured.	Children learn to be strong and independent through positive relationships.	Children learn & develop well in enabling environments. In which their experiences respond to their individual needs and there is a strong partnership between practitioners & parents & carers.

#### Procedures

- 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 key person will encourage parents input and reflections in gathering information for the progress check.

- 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.

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**Safeguarding and Welfare Requirements: Managing Behaviour**

Providers must have and implement a behaviour management policy and procedure.

## Supporting two-year olds to promote positive behaviour at St Clements Pre School LTD

This policy supports the *Promoting Positive Behaviour policy at St Clements Pre School LTD*

### Themes and principles underpinning policy and practice. (= Learning and Development)

A Unique Child (UC)	Positive Relationships (PR)	Enabling Environments (EE)
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### Procedures

- When children under three years old behave in inconsiderate ways we recognise that the strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress and require sensitive adults to help them do this.
- Common inconsiderate or harmful behaviours of young children include tantrums, biting, grabbing and snatching. Staff are calm and patient offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting, grabbing or snatching are frequent, we try to find out the underlying cause – such as a change or upheaval at home, or a frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of ‘separation anxiety’.
- We focus on ensuring a child’s key person, is building a strong relationship to provide security to the child.
- We encourage positive interactions with children rather than functional requests.
- We support young children in forming positive relationships with their peers by sharing and turn taking through play.
- We recognise children’s needs and support them through individual plans.
- We recognise that focus time needs be stimulating and engaging and no more than 10-15 minutes.
- We recognise early signs of individuals becoming tired and alter activities and approaches accordingly.

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Held on

Spring TERM 2021

Date to be reviewed

Spring TERM 2022

Signed on behalf of the provider

Name of signatory

Rachael/Elaine

Role of signatory (e.g. chair, director or owner)

Manager/owner

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Getting it right for Two Year Olds by Penny Tassoni