

2.3 Key Person

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2.3 Key Person

Policy Statement

In Section 2.1.4, reference was made to the **Key Person approach** in relation to staffing arrangements. This section explains in more detail the responsibilities of the Key Person and the important role they play in supporting children's wellbeing, development and successful transition into the nursery environment.

The **Early Years Foundation Stage (EYFS)** requires that every child attending an early year's setting is assigned a Key Person. According to the EYFS statutory framework, the Key Person's role is to ensure that care is tailored to each child's individual needs, to help children become familiar with the setting, to provide a secure relationship and to establish effective partnerships with parents or carers.

At **Miss B's Nursery**, we aim for all children to feel safe, confident and happy within the setting. We want children to feel comfortable with the adults who care for them and to enjoy stimulating play and learning opportunities. Equally, we want parents and carers to feel reassured about their child's wellbeing and to be actively involved as partners in their child's early education.

The nursery, therefore, aims to create a welcoming and supportive environment where children settle quickly and comfortably because their individual needs and family circumstances have been carefully considered.

The Key Person system forms an important part of this approach and supports positive relationships between children, staff and families.

This practice also supports children's rights under the **United Nations Convention on the Rights of the Child (UNCRC)**, including:

- **Article 3** – The best interests of the child must be a primary consideration.
- **Article 12** – Children have the right to express their views and be listened to.
- **Article 18** – parents and carers share responsibility for a child's upbringing and development.
- **Article 29** – Education should support the development of the child's abilities and personality.

Procedures

The Key Person system outlined in the EYFS Safeguarding and Welfare Requirements ensures that each child has a named practitioner who builds strong relationships with them and supports their individual development.

2.3.1 Allocation and responsibilities of the Key Person

Each child is assigned a **Key Person** before they begin attending Miss B's Nursery. Wherever possible, the Key Person will be introduced to the child and their family during the induction or settling-in visit.

The Key Person's responsibilities include:

- welcoming the child and family during the induction visit and supporting the child as they settle into the nursery environment.
- showing care, respect and acceptance for the child and responding sensitively to their needs.
- working in partnership with parents to create an individualised plan for the child's wellbeing, care and learning.
- acting as the main point of contact for the child's parents or carers.
- maintaining the child's developmental records and sharing updates regularly with parents so that the record reflects the child's experiences both at nursery and at home.
- working with other professionals or settings involved in the child's care, where appropriate, and sharing relevant information about the child's development.
- encouraging positive relationships between the Key Person's group of children, including during shared activities such as lunchtime or group play.

The Key Person is therefore the practitioner:

- with whom the child forms a secure secondary attachment within the nursery.
- who provides the main point of care for the child during their time in the setting.
- who builds supportive relationships with the child's family and other adults involved in the child's care.

This approach supports children's emotional well-being and sense of belonging within the setting.

2.3.2 The Key Person's role in helping children settle into the nursery

Before children begin attending Miss B's Nursery regularly, parents and carers are given information about the setting through sources such as the nursery website, social media pages, the parent handbook and other communication channels.

An **induction session** is arranged to support the settling-in process. These visits usually take place during the half-term before the child's official start date. During the visit, parents and children have the

opportunity to become familiar with the environment, meet staff and complete any outstanding registration information.

During this visit, the Key Person will explain how the settling-in process works and discuss with parents the most appropriate approach for their child.

The Key Person welcomes and supports both the child and their parents during the child's first sessions and throughout the settling-in period.

Miss B's Nursery recognises that children adjust to new environments in different ways. Settling-in arrangements are therefore flexible and tailored to each child. For example:

- Some children feel confident saying goodbye at the entrance.
- Some prefer to be settled into an activity or spend time with their Key Person before parents leave.
- Some children may benefit from their parents staying briefly for group activities such as circle time.

If a child experiences anxiety when separating from their parent or carer, staff will work together with the family to find a supportive approach that helps the child feel secure.

Some children may take longer to settle, particularly if they have not previously spent time away from home or if they have had a period of absence from the nursery.

The nursery may use visual aids, such as a **visual timetable**, to help children understand the structure of the day and reassure them about when their parents will return.

Parents are encouraged to say goodbye to their child clearly and reassure them that they will return later.

These approaches support children's emotional well-being and their right to feel safe and supported, in line with **Articles 3 and 12 of the UNCRC**.

2.3.3 The Key Person's role in the progress check at age two

The Key Person is responsible for carrying out the **EYFS Progress Check at Age Two**, in accordance with relevant guidance and any local procedures that apply.

This progress check provides an opportunity to review the child's development and to give parents a clear overview of how their child is progressing.

Parents and carers are encouraged to share information about their child's learning and development at home and in other settings so that the assessment reflects the child's overall experiences.

During the progress check, the Key Person will identify:

- areas where the child is developing well.
- areas where additional support may be beneficial.

Miss B's Nursery recognises the importance of **cultural capital** and experiences that contribute to a child's learning journey. Where appropriate, the progress check may include suggested actions or support strategies to help address any areas of concern. This may involve working with other professionals if necessary.

The Key Person works alongside senior staff, such as the nursery's Early Years lead practitioner, to plan activities that support the child's development within the setting.

Parents are also supported with ideas and guidance to continue supporting their child's development at home.

This process reflects children's rights to development, education and support under **UNCRC Articles 6, 18 and 29**.
