**Mucky Pups Pre-School**

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**Key-Worker policy**

**Aim**

*Our aim is to provide the highest possible quality of care and education for all the children that attend our setting by ensuring that EVERY child is assigned a keyworker, who has special responsibility for their education and welfare.*

*This involves maintaining the required staff: child ratios and ensuring each child has their own key-worker and has a buddy should their keyworker be absent*

Each child is allocated a keyworker on arrival at our setting who will settle you and your child in and be a constant for you whilst you are in our care. Akeyworker and their relationship with your child and you is paramount to the key person relationship are:

**To providea**A point of personal contact between the setting and their family and the chance to build close bonds.

* Assistance for each child and family as they settle in to the setting.
* Continuity of experience for children during their time at Mucky Pups
* Close monitoring of each child’s progress in all developmental areas.
* Planning specific experiences for the child’s interests and developmental stage to ensure that each child’s individual needs are met including any additional needs.

**Keyworker responsibilities are;**

The primary aim of the key worker system is to provide close relationships between the practitioner and the child for whom the key worker is responsible, and the parents /carers of those children in order to assist the development of the children. It is important to distinguish between the administrative aspects of a key worker system and the development of an appropriate key person relationship and to recognise the value of both aspects of the key worker role

**Each child’s key-worker will provide a safe, caring relationship with your child through:**

* Settle new key children into the setting gradually.
* Develop a secure, trusting relationships with their key children and their parents.
* Whenever possible settling your key children as they arrive each day and saying goodbye when they leave.
* Interact with their key children at a developmentally appropriate level
* Provide a secure base for their key children by supporting their interests and explorations away from you.
* Provide a secure base for their key children by being physically and emotionally available to them to come back to, by sitting at their level and in close proximity to them.
* Use body language, eye contact and voice tone to indicate that they are available and interested, gauging these according to the child’s temperament and culture.
* Understand and contain children’s difficult feelings by gentle holding, providing words for feelings and empathy in a way suited to each individual child.
* Comfort distressed children by acknowledging their feelings, offering explanations and reassurances calmly and gently.
* Acknowledge and allow children to express a range of feelings, for example anger, joy, distress, excitement, jealousy, love.
* Eating with their key children in small key groups.
* Changing and other personal care of your key child using sensitive handling and words that are familiar to them.
* Dressing and washing your key children, offering help as needed but also supporting their growing skills.
* Having regular opportunities to reflect on the emotional aspects of being a key worker, with a skilled, knowledgeable manager or colleague.
* Keep a watchful eye and provide care and comfort over the child during their settling in period.
* Assist new children as necessary to become a member of the group ensuring that each child understands safety boundaries, routines and feels comfortable with the people present and the activities they do.
* Individual knowledge of the children and their families which allows each key-worker to make a valuable contribution to the settings Safeguarding system (see safeguarding policy)
* Build up a relationship with each child to be able to comfort and reassure them in times of distress.

**Keyworker developmental and learning responsibilities are;**

* Build up close relationships with the child’s family in order to inform them of their child’s progress and to make them aware of their child’s daily experiences.
* Communicate with parents on a daily basis in person about children’s experiences and learning during that day.
* Conduct routine observations of each child, and evaluate these observations to ensure that the child’s current needs are being met.
* Observing your key children and analysing the information gathered through observation
* Planning key group times – these may include:

 Hello times, focus times, eating times, Sharing stories, Singing and rhyme,

 Music and movement, phonics and number amongst some of them

* Planning experiences for individual children based on your observations of their interests and developmental stages
* Ensure that the planning within the setting is adjusted as necessary to accommodate any requirements of individual children.
* Liasie with the SENCO to writing individual education plans for their key children with special educational needs.
* Ensure TLP targets are planned and carried out regularly as stated on TLP
* Keep Famly records of their key children’s developmental progress up to date with at least once a week feedback to parents.
* Write termly reports for parents and holding regular meetings to discuss progress.
* Communicating with colleagues and other professionals about learning of their key children.
* Communicate fully with any outside agencies and professionals which may be supporting the child and their families
* Ensure smooth and planned transition when a child moves from nursery to nursery or nursery to school
* Follow up absences in consultation with the Manager.

**The Manager keyworker responsibilities are:**

* To ensure that there is a high standard of opportunities for developing close relationships between children and key adults as follows:
* Ensure that the staff to child ratio is appropriate for the room
* Admissions are phased, when possible, so that only one or two new children start in a group room at a time.
* Ensure that each keyworker has a fair share of the workload with in the room reasonable to qualifications, pro rata working and staff ratio within the room.
* Ensure that each key child has a buddy
* Staff cover is provided by those who are already familiar to the children whenever possible.
* Practitioners have regular opportunities to reflect on their own emotional responses to the children and to their work as well as thinking about the children’s progress and planning play experiences.

Date policy adopted: 2nd September 2021 Date for review: 2nd September 2022

Signed: J E Wills Position: Manager