



The Role of the Key Person in the Setting & Settling In

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Aspiring Foundations Federated Nursery Schools

The role of the key person and settling-in

Policy Statement

At Aspiring Foundations Federated Nursery Schools we believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a 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 or work in.

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 children'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.

The key person role is set out in the Statutory Framework for the Early Years Foundation Stage, 1st September 2025 (3.41):

“3.41 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 and/or carers. They should also help families engage with more specialist support if appropriate.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

Procedures

- We allocate a key person before the child starts.
- Home visits / setting visits are carried out before the child starts by the key person and another member of staff (see home visit policy)

- The key person is responsible for the induction of the family and for settling the child into our setting.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and links with other carers involved with the child such as a childminder, to share appropriate information about the child's development with those carers.
- A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents via the child's learning journey and online via School Spider, keeping 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. In our settings the qualified teachers perform this role.
- 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.

Settling-in

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, Facebook, visits to the setting, home visit open days and evenings, and individual meetings with parents.
- 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 and during the settling-in process.
- We offer a home / setting visit by the person who will be the child's key person, to ensure all relevant information about the child can be made known, and all registration documentation is complete. We explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- All children are different and have had different experiences prior to starting nursery so therefore settling in needs will be different for each child. Some may require longer with their parents present or shorter sessions etc until they are happy and settled. Younger children may 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.

- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities. We assess children's wellbeing using the Leuven Scales.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- 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.
- Within the first four to six weeks of starting we discuss and work with the child's parents to create a baseline assessment and starting point for the child's learning at nursery.

Version Control	Date Released	Review Date	Amendment
3	November 2025	November 2028	<ul style="list-style-type: none"> • Tapestry changed to school spider as change in system used • Changed reference to new version of statutory framework and changed the statement lifted from document to most up to date version • Settling in section, added more communication methods with parents before starting • Deleted section about surplus places as not relevant • Changed that we work with parents to create a

			baseline assessment with 4-6 weeks rather than a portfolio