The role of the key person

'Each child must be assigned a key person' (EYFS)

Young children need to form a secure attachment to key person when they join Phoenix Early Learners to feel safe, happy, and eager to participate and learn.

The key person role

- A key person builds an on-going relationship with the child and their parents/carers and is committed to that child's well-being while in the setting.
- Every child that attends Phoenix Early Learners is allocated a key person before they begin settling in - it is not the responsibility of the child to choose their own key person. Shift patterns and staff absence can affect a child who is just settling so children are matched as closely as possible to the staff member who attends closest to the days the child attends.
- The key person conducts the progress check at age two for their key children.
- The key person is central to settling a child into the setting. The setting manager and key person explain the need for a settling in process and agree a plan with the parents.
- The number of children for each key person considers the individual needs of children and the capacity of the key person to manage their cohort; it is also influenced by part-time staffing.
- Photographs of key persons and their key groups are sent to parents.
- The key person spends time daily with his or her key group to ensure their well-being.

Parents/carers

- Key persons are the first point of contact for parents regarding matters concerning their child and any concerns parents/carers are addressed with the key person in the first instance.
- Key persons support parents/carers in their role as the child's first and most enduring educators.
- The key person is responsible for the child's developmental records, completing the progress check at age two, and for sharing information about progress with the child's parents/carers, particularly at Parents' Evenings.

Learning and development

- The key person helps to ensure that every child's learning and care is tailored to meet their individual needs. This is achieved through regular observation and assessment of children, using information gathered about their achievements, interests and learning styles to plan for each individual child's learning and development.

- If a child's progress in any of the prime areas gives cause for concern, the key person must discuss this with the setting manager, the SENCO and the child's parents/carers.

Safeguarding children

- The key person has a responsibility towards their key children to report any concern about their development, wellbeing and welfare, or child protection matter to the setting manager and to follow the procedures in this respect.
- Regular supervision with the setting manager provides further opportunities to discuss the progress, wellbeing and welfare of key children.