

Key Worker Policy and Procedure

1. Rationale

- 1.1. Children thrive within secure, loving and trusting relationships. When a child feels secure they become more confident, grow more independent and forge positive relationships with others. They also develop a healthy resilience, helping them to cope with life's challenges.
- 1.2. The Key Worker should provide such a relationship for the child from the first settling in session. They should be a source of reassurance to each child, helping them feel safe and secure whilst in our nursery. They should aim to support both their emotional and physical needs.
- 1.3. This strong trusting relationship should also be developed between parents and Key Worker to ensure confident and continuous communication and passing of information regarding each child's development, thus enabling the Key Worker to plan appropriately for future learning and growth.

2. Aims

- 2.1. To ensure each child and parent/carer is given a named Key Worker who will be introduced to them at or before the first settling in session.
- 2.2. To provide an environment and organisational structure which will allow each child to develop a relationship with their given Key Worker prior to joining the setting.
- 2.3. To ensure that there are systems in place to ensure easy communication between the parent/carer and Key Worker.
- 2.4. To provide training to all Key Workers so that they fully understand the rationale behind their role.
- 2.5. To put systems and an organisational structure in place to ensure each Key Worker can gather and document information regarding each child's development, provide planning for that child's learning and keep records of their development.



3. Roles of the Key Worker

- 3.1. To provide a gradual introduction to the setting for each key child to ensure they feel safe and secure.
- 3.2. To initiate and develop a relationship with their key children, offering nurture and support.
- 3.3. To develop a relationship of trust with their key children's parents/carers to enable ease of contact and passing of information regarding all aspects of each child and their development.
- 3.4. To gather information of their key children's achievements, developments and interests both within and outside the setting through discussion with others – parents, colleagues, other professionals – and through observations, in order to plan appropriately for their key children's next steps.
- 3.5. To make regular assessments of child's development through observations and information collated; and to share with parents on a continuous and regular basis documentation such as: All about me sheet, registration documentation/child's daily diary etc.
- 3.6. Write individual education plans for any key child with special educational needs.
- 3.7. Communicate with appropriate colleagues and professionals as appropriate regarding key children's development.

4. Procedure

- 4.1. Prior to the settling in sessions, a Key Worker will be allocated to each child.
- 4.2. If a child's Key Worker is to change for any reason (such as change of staff, moving room, etc.) this will be discussed with the child's parent/carer prior to the change and the parents/carers will be introduced to the new Key Worker prior to the change.
- 4.3. A photograph of the Key Worker with a list of their key children will be displayed either just outside, or within the child's nursery room.
- 4.4. The name of each child's Key Worker will be written in the



front of the child's daily diary.

- 4.5. If for any reason, the child's Key Worker is unable to be present at their settling sessions, we have a 'buddy' system where another practitioner will be with the child, gather information and relay all information to the Key Worker.
- 4.6. Parents/carers may telephone the nursery at any time to speak to their child's Key Worker. If it is not convenient to do so at the time, the Key Worker will return their call within a few hours.

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Patricia Plater, Principal

