



The Burrow

Policies and Procedures



1. The Child

The Burrow is committed to Safeguarding and Promoting the Welfare of Children and Young People and expects all staff, students and volunteers to do the same. Safeguarding children is everyone's responsibility.

1.5 The Role of the 'Key Person' and the Settling-in Process

Policy statement

The Burrow aims to be 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. To this end the manager and staff work closely to ensure all practitioners take an active role in the care of all children in the setting, with a Key Person overseeing specific individual elements of each child's care as set out in the Safeguarding and Welfare Requirements of the **EYFS Statutory Framework (DfE 2025) (App OS3)**.

The Burrow wants all children to feel safe, stimulated and happy during their time with us and to feel secure and comfortable with all staff. We also want parents to have confidence in both their children's well-being and their own role as active partners with the setting in their children's learning and development.

Procedures

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 '**Welcome to The Burrow**' (**App 1.2b**) and first day email, our website, Induction Days and Discussion Evenings, and if appropriate, individual meetings with parents
- Before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting on one of our Parent Tours
- We use pre-start Induction Visits to explain and complete with parents their child's **Registration Form via Google forms (App 1.3a)**
- At Induction, and on-going when a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help their child to settle into the setting
- Younger children may take longer to settle in, as may children who have not previously spent time away from home. Children who have had a period of absence may also need more support to re-settle them
- We judge a child to be settled when they have formed a relationship with members of staff, for example the child looks for members of staff when he/she arrives and seems pleased to be with them, and when the child is familiar with where things are, is pleased to see other children, and participates in activities on arrival
- When parents drop their child off, we ask them to say goodbye at the gate, and escort the child into nursery quickly, encouraging them to join in

- Parents are invited to wait in the car park for a teacher to bring an 'update' report, once their child has gone in
- Parents will be contacted if a child doesn't settle within a reasonable time
- We recognise that some children will settle more readily than others, and that some children who appear to settle rapidly are not necessarily yet secure. To address this, we speak regularly with parents during their child's settling in period, to ensure everyone is happy at each stage
- If a child finds it distressing to be left and does not settle happily into sessions within a short period of time, we will discuss this with the parents, and we reserve the right to delay the child's starting time. This is especially the case with very young children or those with additional needs
- Once a child has settled into the provision, we discuss and work with the child's parents to begin to create their child's learning journey.

On-going care

- All staff offer unconditional care and support for all children and are non-judgemental
- The manager works with parents and all staff to determine and deliver an individual plan for the child's well-being, care and learning
- The manager acts as the initial first contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- After an initial settling-in period, staff take on the role of Key Person for individual children on a rotational basis, changing Key Children every half term. This enables all staff to have an in-depth knowledge of each child, and allows the child to form secure attachments with all or any of the staff, according to their preferences
- All staff are responsible for, and contribute to, any records of learning and development kept, and the manager and staff share information on a regular basis with the child's parents to keep those records up to date, reflecting the full picture of the child in our setting and at home. Each Key Person has overall responsibility for keeping this information about their specific Key Children each half term, including **First Progress Summary – "Progress check at 2" (App 1.4b)**, **Busy Bunny Books - weekly summaries (App 1.4c)**, and **Key Skills Progress Tracker (App 1.4i)**
- The manager acts as back-up to all Key Persons so the child's progress and well-being is still monitored in the absence of any member of staff should it be necessary

Signed: *L.B. Mee*

Name: Lynn Mee

On behalf of The Burrow Nursery