

Essex Wildlife Trust

Nature Nursery: Key Persons and Transitions Policy

A policy describes what we do and how we do it as an organisation. It is a set of agreed principles which set out a course of action adopted by our staff and volunteers. It will often include acceptable methods, behaviours, and an approved procedure. It is usually internal, although some organisational policies are expected to be publicly accessible.

Version Control

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When review is completed, please send to: businesssupport@essexwt.org.uk

Version	Date	Changes made by	Reason for change
2	14 June 2023	J Burlingham	Update to new format Clarification of terminology and steps

1. Introduction

1.1 The establishment of relationships between the child, key person, parent/carer and other staff within the Nature Nursery is a crucial step in successful attendance within the setting. Every child who attends will have an individualised settling plan and this will develop and evolve over the time they are with us, incorporating any second settings and transition to the next stage of education.

2. Scope

2.1 This policy is for all staff within the Nature Nursery to ensure individual needs of each child are met.

3. Purpose of Policy

3.1 The aim of this policy is to develop steps for all staff to follow to ensure all needs are met and all relevant information is available to all parties whenever required.

4. Policy Statement

4.1 The staff in the Nature Nursery consider the settling in and continuation, adaptation and evolution of the child's journey through education to be of highest priority. The aim is to develop strong, lasting relationships between the staff and children, and establish a Parent Partnership to facilitate development, communication and progress.

5. Procedure

5.1 Key Person

5.1.1 Each child will have their own 'key person', a person who is dedicated to ensure each child's needs are met whilst at nursery.

5.1.2 The key person (along with the buddy, see section 5.1.6 below) builds a positive relationship with the parent/carer and child over time, getting to know each family. This can be achieved by multiple visits to the nursery including a home visit (where possible, with the key person and one other staff member) prior to starting. All details and information will be recorded in appropriate registration and 'All About Me' forms.

5.1.3 Parents will be informed of who the key person will be, prior to their children starting and will be able to meet their key person during visits. If a child makes a particular attachment to another member of staff during these initial visits, the key person can be changed, with agreement and discussions with the parents/carer.

5.1.4 At the initial sessions, parents are able to stay to allow their child a chance to become familiar with the new environment without the absence of their special person.

5.1.5 Each member of staff is trained and inducted on the 'key person' approach and will be responsible for:

- 5.1.5.1 Providing a smooth transition into nursery and onto school/another setting
 - 5.1.5.2 Responding sensitively to meet the child's physical, emotional and educational needs
 - 5.1.5.3 Developing positive relationships with both the child and family
 - 5.1.5.4 Becoming a 'secure' base for the child
 - 5.1.5.5 Being in tune with a child's needs when they are feeling sad, tired etc
 - 5.1.5.6 Primary care needs and routines
 - 5.1.5.7 Welfare and safeguarding of each child (as are all staff)
 - 5.1.5.8 Working collaboratively with families to ensure the best outcomes for the key child
 - 5.1.5.9 Communicating with parents about the child's development and progress at the nursery
 - 5.1.5.10 Planning, observations and assessments record keeping for each key child
 - 5.1.5.11 Identifying any support and additional needs a child may have
- 5.1.6 A buddy system is in operation so each key person will have a 'buddy' who will be responsible for the child in the absence of their key person. All staff members will be trained and supported to develop positive relationships with every child, but this allows for reassurance for both child and the parents/carers.

5.2 Settling in visits

- 5.2.1 These are individualised for each family.
- 5.2.2 Routinely, settling in mornings with parents/carers are initiated, then without parents/carers for a short period of time, gradually building up the time to a full session.
- 5.2.3 This varies depending on each family, as the Nursery staff are conscious that moving from a home into a nursery is very different, and for some children being in the great outdoors can seem daunting, so for children who are a bit unsure they are allowed to take everything at their own pace, spending more time inside and gradually moving outside.

5.3 Attending two or more settings

- 5.3.1 Where children attend another setting or childminder, the Nursery aims to work closely with the alternative provider to ensure the individual child's needs are met.
- 5.3.2 Permission to share information with that provider is achieved via the 'Second Settings' form, to maintain good practice.

5.4 Moving onto school

- 5.4.1 The aim is that children who attend Nature Nursery leave ready and equipped with the skills they need to start school.
- 5.4.2. They are confident, independent, resilient, creative and able to communicate, demonstrating strong foundations for learning and are ready to take on more formal method of teaching.

- 5.4.3 Therefore, Nursery staff work closely with schools to ensure they understand our approach to learning, and specific training and open days for school staff to experience our approach to teaching are offered.
- 5.4.4 Teachers are invited to visit prior to children starting at their schools, and where possible they are supported by 'transition' visits to the school by Nursery staff.
- 5.4.5 If the child is not considered ready for the move into school, or if the parent is considering home schooling, Nursery staff continue to work closely with families and schools or other agencies to support the transition at the appropriate time.
- 5.4.6 Details of the school to be attended along with the name of the reception class teacher or the next step of their educational journey that the child will be taking are recorded in the child's file.
- 5.4.7 Every effort is made to forge and maintain strong links with all schools that children may attend.
- 5.4.8 The Nature Nursery manager will approach schools in order to open lines of communication where these have not previously existed.
- 5.4.9 Details of the school's transition or settling in procedures are kept by the Nature Nursery and are referred to so that members of staff are familiar with them and can develop a consistent approach to transition with teachers, parents and children.
- 5.4.10 Teachers are welcomed into the Nature Nursery and sufficient time is made for them to spend both with the child, their parents, and with the key person, to discuss and share information that will support the child's transition to school.
- 5.4.11 A child's EYFS profile and EyWorks record is forwarded to the school along with other information that will aid transition and settling in. Parents can receive a copy of this by downloading it from the secure system.
- 5.4.12 Any action plans relating to a child's additional needs are also shared where this is in place.
- 5.4.13 Other formal documentation such as safeguarding information is prepared and shared as appropriate.

6. Appendices

This policy is to be read in conjunction with wider Essex Wildlife Trust Policies and Procedures

- 6.1 Equality, Diversity and Inclusion Policy
- 6.2 EYFS - Statutory framework for the Early Years Foundation Stage (up to date version available via Government website)
- 6.3 Safeguarding Children, Young People & Adults at risk policies and procedures Part 1 and 2
- 6.4 Registration form
- 6.5 All About Me form
- 6.6 Second settings form