P: Key person – Group and school-based providers

What do I need to know?

- EYFS statutory framework for group and school-based providers page 31, paragraph 3.42.

Key person (page 28 of audit)	Things to consider and discuss:
Is every child assigned a key person? Does the key person help to 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? • build a relationship with the child's parents? Do you make sure the key person helps families engage with more specialist support if appropriate?	• How do you ensure you are meeting the key person requirement? • What procedures are in place to ensure all staff understand their role and responsibility as a key person? • Are children aware of whom their key person is? How do you know this? • What training have staff received on the importance of secure attachments? • How does induction training for new staff support them to fulfil the role of key person? • At what point do you assign the key person for the child? • What do you take into consideration when deciding which staff member will be the key person for a particular child? • How do you make parents aware of whom their child's key person is and the role of the key person? • How do you ensure and monitor that all children have secure attachments with their key person? • How do you ensure consistency when staff are absent? Can you provide a second key person in the event of staff absences and changes? How can information be shared effectively? • How do you guarantee there is time allocated regularly for parents and key persons to share information? • How do you support children's transitions to other rooms or settings? • How do you review the effectiveness of your key person system?

Useful links and further help:

We offer the following training and support:

- Leuven scales
- Quality of interaction audit using ITERS 3, ECERS 3 and MOVERS
- SSTEW audit

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