

F: Key person - Childminders

What do I need to know?

- [EYFS statutory framework for childminders \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) page 21, paragraph 3.38.

Key person (page 25 of audit)	Things to consider and discuss:
<p>Is every child assigned a key person?</p> <p>If a child is assigned a key person who is an assistant, have you ensured that this person is appropriate?</p> <p>Does the key person help to ensure that every child’s care is tailored to:</p> <ul style="list-style-type: none"> • 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? <p>Do you make sure that the key person helps families engage with more specialist support if appropriate?</p>	<ul style="list-style-type: none"> • How do you ensure you are meeting the key person requirement? • What procedures are in place to ensure the key person assigned understands 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 you or any assistants assigned 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 the key person is 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?

- | | |
|--|---|
| | <ul style="list-style-type: none">• How do you support children’s transitions to other settings?• How do you ensure the key person role is effectively carried out? How do you review the effectiveness? |
|--|---|

Useful links and further help:

We offer the following training and support:

Leuven scales

Quality of interaction audit using ITERS 3/ECERS 3

SSTEWS audit

[Derbyshire SchoolsNet - Early Years Quality Team](#)

[Derbyshire Early Years Service - Eventbrite](#)

Email: CS.EYS@derbyshire.gov.uk