

## F: Key person – Group and school-based providers

### What do I need to know?

- [EYFS statutory framework for group and school based providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) page 29, paragraph 3.34.

Key person (page 24 of audit)	Things to consider and discuss:
<p>Is every child assigned a key person?</p> <p>Does the key person help to ensure that every child’s care is tailored to:</p> <ul style="list-style-type: none"> <li>• meet their individual needs?</li> <li>• to help the child become familiar with the setting?</li> <li>• offer a settled relationship for the child?</li> <li>• build a relationship with the child’s parents?</li> </ul> <p>Do you make sure the key person helps families engage with more specialist support if appropriate?</p> <p>Do you <b>ensure</b> (in accordance with paragraph 1.19 of the ‘Statutory framework for the EYFS’):</p> <ul style="list-style-type: none"> <li>• All children deserve high quality early education and care. This requires a quality workforce.</li> <li>• A well-trained, skilled team of practitioners can help every child achieve the best possible educational outcomes.</li> <li>• Children need to build an attachment with their key person for their confidence and well-being.</li> <li>• The key person also promotes children’s learning by developing a deep understanding of their individual needs and children can particularly benefit from their modelling and support</li> </ul>	<ul style="list-style-type: none"> <li>• How do you ensure you are meeting the key person requirement?</li> <li>• What procedures are in place to ensure all staff understand their role and responsibility as a key person?</li> <li>• Are children aware of whom their key person is? How do you know this?</li> <li>• What training have staff received on the importance of secure attachments?</li> <li>• How does induction training for new staff support them to fulfil the role of key person?</li> <li>• At what point do you assign the key person for the child?</li> <li>• What do you take into consideration when deciding which staff member will be the key person for a particular child?</li> <li>• How do you make parents aware of whom their child’s key person is and the role of the key person?</li> <li>• How do you ensure and monitor that all children have secure attachments with their key person?</li> <li>• 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?</li> <li>• How do you guarantee there is time allocated regularly for parents and key persons to share information?</li> <li>• How do you support children’s transitions to other rooms or settings?</li> <li>• How do you review the effectiveness of your key person system?</li> </ul>

## 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

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

[Derbyshire Early Years Service - Eventbrite](#)

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