DERBYSHIRE County Council

F: Key person

What do I need to know?

- [Statutory framework for the early years foundation stage:](#) page 27, paragraph 3.27.

Key person (page 50 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 **ensure** (in accordance with paragraph 1.16 of the 'Statutory framework for the EYFS'): • you inform parents and/or carers of the name of the key person when a child starts attending? • you explain the role of the key person when a child starts attending? • the key person helps ensure that every child's learning and care is tailored to meet their individual needs? • the key person seeks to engage and support parents and/or carers in guiding their child's development at home? • 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?

In childminding settings, are you aware that you are the key person?	• As a childminder, how do you ensure the key person role is effectively carried out? How do you review the effectiveness? • If you are a childminder who employs an assistant, are you also using the key person approach? How do you implement this? • In childminding settings, if you work with assistants what support do you provide e.g. induction procedures, supervision etc. to enable assistants to carry out the role of a key person?

Useful links and further help:

We offer the following training and support:

Leuven scales

Quality of interaction audit using ITERS 3/ECERS 3

SSTEW audit

'In their Shoes- What It's Like to Be Two' course

'Roots and Wings- What Matters Most?' course

'Making the Most of Every Moment - Getting it Right for Babies' course

Derbyshire SchoolsNet - Early Years Quality Team

Derbyshire Early Years Service - Eventbrite

Email: CS.EYS@derbyshire.gov.uk