

**Key person and attachment at Hirst Wood Nursery School & Children’s Centre**

**The Key Person**

Children thrive from a base of loving and secure relationships. This base is normally provided by a child’s parents but it can also be provided by a key person. A key person is a named member of staff with responsibilities for a small group of children who helps those children in the group feel safe and cared for. The role is an important one and an approach set out in the EYFS. It involves the key person in responding sensitively to children’s feelings and behaviours and meeting emotional needs by giving reassurance, such as when they are new to a setting or class, and supporting the child’s well-being. That person is a familiar figure who is accessible and available as a point of contact for parents and one who builds relationships with the child and parents or carers.

**What is the key person Approach?**

The key person Approach is one of the vital principals in the Early Years Foundation Stage and now a statutory requirement of the framework. It is a reciprocal relationship between a member of staff, individual child and their family. It provides the child with a sense of security so that they feel confident to explore their world and form further relationships. Every child deserves to be special to someone and the key person approach recognises this. The key person role is important. Research and evidence show that children thrive when their needs are met by special people that they know, trust and respect. Familiarity, pattern and predictability support children’s personal development and helps them understand who they are and what they can do. Children can concentrate and learn more effectively if they're not under stress or pressure, so having a key person who is attentive and knows the child well will support children in their personal, social and emotional development.

**What is the role of the key person?**

The role of the key person is to know their individual child and to support their sense of identity and individuality. They need to be aware of their individual child’s and family’s needs, preferences and development.

It is important that that the key person does not –

1. Shadow the children throughout the session.

2. Only work with the key children they have been given.

3. Prevent other adults from developing a positive relationship with the key children they have been given.

At Hirst Wood Nursery School each member of staff takes on the role of Key Worker. Whilst the class teacher has overall responsibility, and should always be your first point of contact, we split the keyworker responsibilities between the two colleagues as each room has experienced and highly-qualified staff. Staff fully involve themselves with the children; they look, listen and note what children do so they can challenge and further extend learning.

Staff record observations in a variety of ways, such as the weekly planning, children’s EYLog record and through School development meetings. Children’s learning is assessed against age-related developmental milestones; this tracking of learning and development is evidenced in your child’s individual EYLog record. We also offer regular opportunities for parents/ carers to have Communication Calls with the class teacher, the dates of which are highlighted in the newsletter and on the website and the classroom notice boards; this is a valuable opportunity to learn more about how your child operates in school and also let us know more about how they are at home, or in different circumstances. You know your child best and we would love to share this information to ensure that we have the best picture of who they are, what they like, their strengths, their interests, learning styles, areas of challenge ...

**Records of Achievement**
At Hirst Wood Nursery School & Children’s Centre we believe that observing, reflecting, assessing and documenting children's learning, successes and achievements are vital elements of the Early Years Foundation Stage curriculum.  This process of documentation enables colleagues to consider individual children's progress and use this information to plan for future learning and development in order to meet the needs of all children.

Colleagues record these observations, reflections and assessments in children's individual Record of Achievement Files, which are available to view and add to on EYLog. You can also make comments in response.

All staff observe all children at all times, and you will note that there are a wide variety of different types of observations in a variety of contexts by different people. We would ask that you regularly contribute to your child’s EYLog record. Please share with us the wide range of experiences that your child enjoys out of school. We would love to hear about the places that you visit, the things that you see and the people that you have spent time with. Feel free to bring in leaflets, photographs and mementos about these special times. We are more than happy to print off any emailed photographs to add to your child’s Record of Achievement. Please email these to office@hirstwoodnscc.co.uk

These files are a celebration of who your child is and the wonderful work that that There is an opportunity to purchase a printed copy of the Record of Achievement via ESchools (the app hosting platform) when your child leaves us.

We hope to enable staff, parents and carers to work together to share their knowledge about children and increase their understanding of children’s needs so that children have the very best opportunity to make the best progress they can. Being part of your child’s school day has a significant impact on your child’s experience of education.  We welcome parents and carers to become really involved in our school/centre. We want you to feel part of what we do and would value your feedback, ideas and suggestions so that you are actively involved in shaping our services both for you and your children. There are lots of different ways to get involved such as helping out with trips and visits, volunteering or becoming a Governor. Have a look at our website that explains more about the role and how the meetings work.

We believe that:

* through caring we achieve
* we have a better and more fulfilled life by acting and behaving supportively towards each other
* children who are valued as individuals have positive self-esteem and are invaluable to our School
* we are equal partners with children and their families
* we have a duty as reflective practitioners to support and empower everyone in our community
* being in touch with nature and being outdoors are vital for the whole self
* creativity is part of every one of us
* creating and living a positive “I can do” ethos benefits us all and the community we share
* Hirst Wood Nursery School is a place where we can be our true selves

We want:

* children and families to know that they have a voice and can use it to act upon the world to make it a better place for themselves and others
* everyone to feel valued, heard and welcomed
* children and families to enjoy the benefits of belonging to a community and have the support and joy that brings
* Children and families to experience and learn the skills, knowledge and attitudes to become autonomous in making good judgements and choices for themselves and in relation to others.
* Children and families to excel in the joy of lifelong learning
* To create active participants for resilient, creative, cohesive communities

We have an open-door policy which means that every day is an open day. We encourage people to come in and look at our interactive learning environment, our fantastic outdoor environment, the wilderness garden and how colleagues skilfully interact with children to promote and extend their learning and development. We want the wider community to become involved in the work that we do with the youngest members of community.

Any comments or questions relating to this system can be directed to Jayne Taylor, Headteacher.