

Your role as a Key Carer





Your Role as a Key Carer

Policy statement

We aim to make Noddy's Nursery a welcoming place where children settle quickly and easily because consideration has been given to the needs and circumstances of individual children and their families.

We want all children to feel safe, stimulated and happy in the environment, and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners within the nursery.

Key Carers and parents

It is vital for the Key Carer to form positive relationships with the parents/carers and to always make them feel welcome, this must be done by;

- *Greeting parents using their preferred name, smiling and saying 'hello'*
- *Talking to parents and children on arrival*
- *Being approachable and always willing to help*
- *Recording and passing on daily information and talking about their child's development regularly*
- *Encouraging parents/carers to come into the nursery*
- *Informing parents/carers they can call the nursery at any time*

To ensure the parents are aware of which staff are in their child's classroom each day, there is a poster outside each room indicating which staff members are present that day.

STAFF MUST CHANGE THIS DAILY

The Key Carer acts as the key contact for parents and other carers involved with their child. Everyone involved will coordinate to share appropriate information.

It is important that the Key Carer gives a 'handover' to the parents/carers if they are available as this supports building positive relationships and encourages communication links.

Key Carers and children

It is important that the key carer takes into consideration the following when children are settling into the nursery environment;

- All babies/children will settle in their own time. Staff should be understanding and sensitive towards their individual needs (Children who have had a period of absence may also need their parent to be on hand to re-settle them).
- Leaving a child to cry will not help them to settle any quicker. Staff must offer comfort and distraction to the baby/child.
- If a child is in distress and they have a comforter (dummy, blanket or soft toy) these should be given to the baby/child to help soothe them; unless a parent has specified use for the comforter at certain times of the day.
- Encourage parents to say goodbye when they leave (do not sneak out!) and reassure the child their parents will return.

A good indication a child is settled is when the relationship between the Key Carer and the child is formed and the child begins to look for the Key Carer when he/she arrives, goes to them for comfort and seems pleased to be with them. The child will become familiar with where things are within the environment, be pleased to see other children, participate in activities and follow the routine of the day including sleeping and eating at mealtimes.

The Key Carer must encourage positive relationships between children in her/his key group, spending time individually and as a group each day.

It is the Key Carer's responsibility for implementing the Early Years Foundation Stage, recording children's development and for sharing information on a regular basis with the child's parents to reflect the full picture of the child's development both in the nursery and home environment.

If the Key Carer is unexpectedly absent then the nursery will make provision to cover the absence.

If the Key Carer has planned annual leave then it is the Key Carer's responsibility to ensure the planning is continued while they are away. If they are away for two weeks then it is the responsibility of the cover staff to plan for the week that they return from annual leave.

The Key Carer should either inform a colleague in the same classroom or the member of staff who is covering their annual leave what needs to be done in their absence or write a detailed action plan to follow.

Appropriate time must be made where staff in the same classroom regularly talk about the environment, topics, displays and the children's development to prevent a lack of team cohesion with in the classroom. Keep notes of these discussions

The Key Carer is responsible for all their key children's parent/teacher meetings and for writing their 'Learning Journeys', which both occur once a term.

The Key Carer has overall responsibility for the child's learning and progress and will work alongside the SENDco and any other professional agencies.

Interaction

It's vital that the Key Carer shows a happy disposition within the setting and a desire to be in the working environment. The Key Carer should want to be here and show this through enthusiasm, interaction, body language, tone of voice and self-motivation; especially when communicating with children.

There must be regular interaction and commentary given as things are done to continually promote communication and language. E.g. 'Shall we put all the toys in the box?' 'Look, it's spaghetti bolognese for lunch'. 'Brrmm, Brrmm, red car'.

The Key Carer must take every opportunity to use the correct vocabulary to encourage language development. E.g. Saying thank you and not ta.

It is important that the Key Carer shows respect by asking the child if they are going to do something to or with her/him. E.g. 'Can I change your nappy?' 'Can I wipe your face?' This is to show respect for the child as a person.



The Key Carer must also show respect by carrying out tasks facing the baby/child. E.g. Wiping their hands/faces, putting on a bib and picking them up. Objects/food should be handed to the baby/child and not throw across the room or table.

There should be no discussions about personal events or any inappropriate topics with your colleagues in front of the babies or children.

As an employee of Noddy's Nursery, you are responsible for ensuring that any agency staff in your classroom is under your supervision. Please make sure they are interacting with the children, moving around the room, engaging in activities and making observational notes.

Inductions

A baby/child starting the nursery

Before the start of a new term, the Senior Manager will notify each Key Carer which children will be in their key group.

A manager will arrange an induction meeting with the parents, this will be to complete all relevant paperwork (There are two induction forms – Form 1 is for the first to classrooms in the nursery environment and Form 2 is for all others), answer and questions or queries and to discuss the nursery environment, routine of the day and the child's individual needs. Settling sessions will be organised before the baby/child starts.

During the induction meeting, the manager will introduce the Key Carer to the child and parents.

Babies/children moving into the next classroom or to the main school

The manager will organise set dates and times when each room will have inductions for the children moving classrooms in the new term.

Key Carers in each classroom are responsible to carry out these ‘moving up’ inductions. During these inductions, Key Carers should discuss with parents/carers the [different environment, what to expect, the objectives of the room, revise the policies and procedures of the nursery and review the original induction forms](#).

All parents should be given their original induction form to review so they can update any information (photo consent form, contact details, allergies). Unless their child has moved from the youngest classrooms (Yellow/Blue or Seahorse/Starfish) in to one of the older classrooms, then a [new induction form](#) should be given as it indicates the next stage of their early years education.

If changes are made to the original form, parents should countersign and date this. Parents should then be given a photo copy of the form.

The Key Carer must highlight that the children will be visiting their new classrooms before the new term starts for settling sessions. (*see Transition Policy*)

If a parent does not attend the ‘moving up’ induction, the appropriate Key Carer should ensure that they meet with the parent before the child moves to the next classroom to go through the induction form and give a summary of what their child will experience and aim to achieve in the room.

