

Parents and Carers as partners



We believe that in order for children to receive quality care and early learning that suits their individual needs, parents and staff need to work together in a close partnership. The two-way sharing of information is key to this. The nursery team welcomes parents as partners and this relationship needs to be built on trust and understanding. It is important that we, as practitioners, are able to support parents in an open and sensitive manner.

The nursery wishes to ensure parents are an integral part of the care and early learning team within the nursery.

Our policy is to:

- Recognise and support parents as their child's first and most important educators, and to welcome them into the life of the nursery
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child
- Welcome all parents into the nursery at any time
- Welcome nursing mothers. The nursery will make available a private area whenever needed to offer space and privacy to nursing mothers
- Ensure that all parents are aware of the nursery's policies and procedures. A detailed parent prospectus will be provided and our full policy documents will be available to parents at all times, available in the office.
- Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children.
- Support parents in their own continuing education and personal development and inform them of relevant conferences, workshops and training
- Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as open days, parents evenings and a parents' forum.
- Inform parents about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through regularly distributed newsletters and a termly newsletter provided by the baby and toddler rooms and preschool shall distribute one monthly.
- Operate a key person system to enable a close working relationship with all parents. Parents are given the name of the key person of their child and their role when the child starts. Support two-way information sharing regarding each child's individual needs both in nursery and at home. Also families have a 'buddy key person' who will take on the responsibility of the key person in their absence.
- Inform parents on a regular basis about their child's progress and involve them in the shared record keeping. Parents' evenings will be held at least once a year. Parents will be consulted about the times of meetings to avoid excluding anyone
- Consider and discuss all suggestions from parents concerning the care and early learning of their child and nursery operation
- Provide opportunities and support for all parents to contribute their own skills, knowledge and interests to the activities of the nursery
- Inform all parents of the systems for registering queries, compliments, complaints or suggestions, and to check that these systems are understood by parents. All parents have access to our written complaints procedure
- Provide opportunities for parents to learn about the Early Years Foundation Stage and about young children's learning in the nursery and how parents can share learning at home and where they can access further information
- Provide a written contract between the parent(s) and the nursery regarding conditions of acceptance and arrangements for payment
- Respect the family's religious and cultural backgrounds and beliefs and to accommodate any special requirements wherever possible and practical to do so
- Inform parents how the nursery supports children with special educational needs and disabilities
- Find out the needs and expectations of parents. These will be obtained through regular feedback via questionnaires, suggestion system and encouraging parents to review working practices. These are then evaluated by the nursery to promote nursery practice, policy and staff development.
- Parents are invited into the setting once their child has started at the setting to meet with their child's key person to discuss progress and settling in and to also discuss the child's developmental level which then feeds in to the child's baseline assessment which is completed by the child's key person.
- Parents are invited in to feed in to their child's two year old check meeting to discuss progress with their child's key person about their development at home which proves beneficial as children who only attend the

setting once or twice a week this is helpful to gain a holistic view of the child's all round development. Other settings the child attends will also be invited to these meetings too.

- Learning at home parental input sheets are sent out at least monthly. The aim is for the key person to devise activities and adult support which the parents could provide at home to encourage their child's learning based on their interests at nursery. This could be a child having an interest in filling and emptying containers which parents could do with them at home at bath time or something as simple as reading a story with them. The parent is then encouraged to fill in 4 post it notes to note down any learning they feel has taken place at home.
- Families using English as an additional language are invited into the setting to discuss with practitioners' words and meanings their child may be using so practitioners can use this information as a guide to encourage the child to use English alongside their native language.

Internal use only

| This policy was adopted on | Signed on behalf of the nursery | Date disseminated to staff | Date last reviewed | Date for review |
|-----------------------------------|--|-----------------------------------|---------------------------|------------------------|
| June 2012 | Sarah Kelly | June 2012 | October 2020 | October 2021 |