



PARTNERSHIP WITH PARENTS POLICY

Statement of Intent

We believe that children benefit most from pre-school education and care when parents and pre-schools work together in partnership creating a positive environment.

Our Aim

- To support parents as their children's first and most important educators.
- To involve parents in the life of the pre-school and their children's education.
- To support parents in their own continuing education and personal development.

New Millside Pre-school is a Rights Respecting Early Years Setting and has the UN Convention on the Rights of Child at the heart of its core values. We prepare the community to recognise the universality of children's rights and to support the rights of other locally and globally and ensure we have strong arrangements for protecting children from all forms of abuse and harassment

Method

In order to fulfil these aims we offer;

- An open door policy
- We are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families;
- Through access to written information and through regular informal communications, we inform all parents about how the group is run and its policies. We check to ensure parents understand the information which is given to them;
- We encourage and support parents to play an active part in the governance and management of the pre-school;
- We inform all parents on a regular basis about their children's progress; through both formal and informal parent days, a new starter evening a few weeks into the first ½ term
- We involve parents in the shared record keeping about their children – either formally or informally – and ensure parents have access to their children's written records;
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the group;
- We inform parents about relevant conferences, workshops, meetings and training.
- We provide information about opportunities for being involved in the pre-school in ways which are accessible to parents with basic skills needs, or those for whom English is an additional language;
- We welcome the contributions of parents, in whatever form these may take;
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure; and suggestion/complaints box on the outside wall of the pre-school;
- We provide opportunities for parents to learn about the pre-school curriculum and about young children's learning, in the pre-school and at home, through our newsletter and parents noticeboard
- We provide parents with written reports (transition documents) on their child's progress at parent's evenings throughout the year and when the child leaves the setting.

In compliance with the EYFS Safeguarding and Welfare Requirements, the following documentation is provided to parents:

- How we deliver the EYFS in the setting;
- How we support children with special educational needs and disabilities;
- Activities provided for children, the daily routines and how parents can share in their child's learning at home;
- Food and drink provided;
- Our policies and procedures; and
- The staff in the setting, their child's key person and their role and our emergency contact number

Key Person

Each child and their family are assigned a key person and parents are informed who their key person will be. The idea of the key person system is to ensure that each child has an identifiable person that they and their parents get to know well throughout the course of their time at pre-school. With each key worker having a small group of children each, they are able to get to know their children well. While children and their parents can talk to their key worker about any needs, queries or concerns that they may have, they are welcome to talk to any member of staff. Key person groups get together every session for group time where the children can talk about things they have done or how they are feeling or they might play a game. We feel that it is important for children to be part of a small group as well as the whole group as often children feel more comfortable in a small familiar group and may feel more able to talk. Parents are welcome to discuss any daily issues they may have with their child's key person at any time. If a parent wishes to discuss their child's progress or wishes to raise a concern that cannot be immediately dealt with a prior appointment with their key person should be made.

Confidentiality

All personal information on children, parents/carer's and staff is kept in a lockable filing cabinet to which only authorised personnel have access.

Information will only be shared with the professionals directly involved with the child, parent/carer or staff member. See our Confidentiality Policy for more information.