

PARENT PARTNERSHIP POLICY

We believe that children benefit most from Early Years education and care, when parents and settings work together in partnership.

Our aim

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development.

Method

In order to fulfil these aims:

- We are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families;
- We inform parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them;
- We encourage and support parents to play an active part in the governance and management of the setting;
- Each child is assigned to a key group team; red, green or blue and to a key person within this team. They will help the child to become familiar with the setting and work closely with their parent/carers to ensure their learning and care is tailored to their individual needs. Parents are informed who this practitioner is at the start of each term so that a relationship can be built through discussions and decision making. Parents are shown at the nursery entrance which practitioner will be monitoring their child's team should the key person be absent.
- We update parents on a regular basis about their children's progress;
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home
- We involve parents in the shared record keeping about their children - either formally or informally. We invite parents to add information to their child's nursery book either by bringing it home or by providing drawings, written information or photographs to the child's key person. We also ensure parents have access to their children's developmental records by discussing these at regular meetings or by asking parents to add to them at home.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting;
- We inform parents about relevant conferences, workshops and training;
- We consult with parents about the times of meetings to avoid excluding anyone;
- We provide information about opportunities to be involved in the setting in ways that 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 parents of the systems for registering queries, complaints or suggestions and all parents have access to our written complaints procedure.

Associated policies

- Attendance
- Behaviour
- Collection and non-collection of children
- Play and learning
- Settling in

Policy Agreed:

Policy to be Reviewed as required