



Working in partnership with parents

Pack 9

This policy is subject to annual review. It has been created in September 2018 and is due for review yearly.

It was re- adopted by the Shelena Begum on 24th September 2021.

Signed: _____

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11.1. Partnership with Parents/Carers

The practitioners at Little Miracles Nursery recognize that parents and carers are the first educators of their children. This policy identifies to parents and carers the commitment of Little Miracles Nursery to involve them and any other registered provision their child attends fully in their child's development, learning and experiences.

Our aim is to work in partnership with parents and carers to encourage the children to feel safe and secure in an enabling environment which values the equality and diversity of all children and their families. This will ensure that the children develop a sense of belonging and it supports emotional wellbeing and enables the children to learn and develop and become lifelong learners. We believe that good communication, and a two way of sharing of information between the nursery and parents and carers is integral to offering quality learning that is based on individual needs. This will contribute towards the child's time at the nursery being happy, settled and productive. The nursery team welcomes parents and carers 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.

All practitioners working in the nursery will:

Ensure parents/ carers are familiar with practitioner's names and qualifications. Photos will be displayed of each practitioner and manager inside the main nursery hallway, detailing their names. Further information about Managers will be found on the nursery website.

Gather from parents and carers information that will aid their child settling in at nursery.

Generate confidence and encourage parents to trust their own instincts and judgment regarding their own child.

Share with the child's family information about the children's daily routine, the activities being planned and carried out, the types of food and drinks provided for children, and events through regularly distributed posters, newsletters, parent notice boards and a number of other ways.

Ensure that nursery documentation and communications are in a format to suit individual parent/ carer needs, e.g.; Braille, multi lingual, electronic communication.

Ensure that all parents /carers are aware of the nursery policies and procedures. These can be viewed at any time on our website. Further copies are also available to everyone at all times in the main office.

Inform parents and carers regularly about their child's progress and development, through tapestry, parents meetings and regular reports and involve them in the shared record keeping.

Parents and carers will be consulted with about the times of meetings to avoid excluding anyone.

Parent/ carer meetings will be held:

1. As part of the settling in review.
 2. When a child transitions into a new setting or school.
 3. A key report is written such as, 6-8 weeks Initial review, two year progress checks and other progress reports (4-6 month intervals)
 4. If we share any concerns relating to the child's development and wellbeing
- Create opportunities for parents and carers to talk to practitioners and other adults in a secure and supportive environment through such activities as coffee mornings, parent's review days and via phone appointments.
 - Consider and discuss all suggestions from parents and carers concerning the care and learning of their child and nursery operation.
 - A suggestions box is located in the entrance lobby. We operate an open door policy and encourage parents and carers to share any suggestions or complaints at any time. Parents/ Carers will be advised to book an appointment where a more detailed discussion is necessary, all parents and carers will be provided with the written complaint's procedure.
 - Find out the needs and expectations of parents and carers. This will be obtained through regular feedback via parents/ carer questionnaires, providing a suggestions box/ system, and encouraging parents to review working practices. These will be evaluated by the nursery to promote practice, policy and staff development.
 - Inform all parents and carers of the systems for registering queries, complaints and suggestions, and check that these systems are understood, the nursery will arrange documentation or appointments to be translated to help parents and carers where they need communication support.
 - Operate a key person system to enable a close working relationship with all parents and carers. Parents and carers will be given the name of the key person of their child and their role when their child starts. Photos and names of every key person and their key groups will be displayed in front of each classroom at all times.
 - Provide a written contract between the parents(s) and carer(s) and the nursery regarding conditions of acceptance and agreed methods of payment.
 - Respect the family's religious and cultural backgrounds and beliefs and to accommodate any special requirements wherever possible and practical to do so.

- Provide opportunities for parents to learn about the Early Years Foundation Stage, how parents can share learning at home and where they can access further information.

11.2 Parental involvement

Little Miracles Nursery 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.

Some parents are less well represented in early year's settings; these include fathers, parents who live apart from their children, but who still play a part in their lives, as well as working parents.

When we refer to 'parents', we mean both mothers and fathers; these include both natural or birth parents, as well as step-parents and parents who do not live with their children but have contact with them and play a part in their lives. 'Parents' also includes same-sex parents, as well as foster parents.

The Children Act (1989) defines parental responsibility as 'all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property'. (For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance publication Safeguarding Children.)

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
- Inform all parents about how the setting is run and its policies through access to written information and through regular informal communication
- Inform all parents on a regular basis about their children's progress
- Involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records
- Provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting
- Welcome the contributions of parents, in whatever form these may take
- 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 complaint's procedure
- 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.

12.8. Date to be reviewed

All the Working in Partnership with parents' section of the policy was adopted by Little Miracles Nursery.

On: 24th September 2018

Date to be reviewed: September 2021

Signed on behalf of the provider:

Name of Signatory: Shoid Islam and Shelena Begum, Role of signatory (e.g. chair, director or owner): Director(s)

Date to be reviewed	Date reviewed	By Who	Signature
Created in Sep 2018	September 2018	Shelena	
September 2019	September 2019	Shelena	
September 2020	September 2020	Shelena	
September 2021	November 2021	Shelena	