



Partnership with Parents Policy

Our aim

At Little Pennies, we believe that children benefit most from early years education and care when parents and settings work together in partnership. Our aim is to respect that parents are children's first and most important educators and we will support this by involving them in their children's education and in the life of the setting. The health and wellbeing of each child is of paramount importance and we can only achieve excellent welfare standards for each one if parents help us to understand their needs.

We offer an 'open door' policy which means that all parents and carers are made to feel welcome and valued by us. Opportunities for parents to contribute to their children's education and to be involved in the setting will be given freely, equally and without exception to all members of our pre-school. Where parents find it difficult to communicate with us, for example, if English is not their first language, we will do all we can to help and find ways for effective communication.

Children's emotional health has an effect on how well they do in education and later life. Where children face particular challenges it is important that parents make us aware of these so we can offer appropriate support to the child and help them to deal with the effects in a way which is appropriate to their age and stage of development. Such challenges may include financial difficulties, disruptions within the family or with friends or neighbours, children experiencing loss, children who have witnessed violence and social exclusion.

We will work in partnership with parents in the following ways:

- We are committed to on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families. We ask you to provide us with information when we ask you and to keep us informed about important things in your child's life.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication.
- We will discuss with parents the support they require and expect from our pre-school.
- We work in partnership with parents/carers to promote the Learning and Development of all children.
- We will ensure all parents are included and may use different strategies to ensure this.
- The Manager will inform parents of the name of their child's key person and explain their role when a child first starts at the setting.
- We encourage parents to take an active part in the governance and management of the setting by joining the Committee.
- We inform all parents on a regular basis about their children's progress.

- 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 developmental records.
- As part of our settling in policy we encourage parents to visit with their child to experience and to be introduced to key people in the setting, routines and expectations of the setting. This is also an opportunity to share information about the child which could be relevant in supporting a smooth transition and separation from their parent/carer into pre-school.
- The key person will seek to engage and support parents in guiding children’s learning and development at home.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the settings.
- We welcome the contributions of parents, in whatever form these may take.
- Parents can contribute to their child’s individual Learning Journey at any time, practitioners must encourage parents to do this as parents are a vital part of their child’s ongoing assessment.
- Parents have the right to view their child’s Learning Journey at any time.
- Parents may talk to staff confidentially at the beginning or end of a session or at a mutually convenient time.
- Practitioners should address any learning needs in partnership with parents.
- We inform all parents of the systems for registering queries, complaints or suggestions.
- All parents have access to our complaints procedure, along with all our policies and procedures either on the settings website or in the Operational File in the pre-school foyer.
- Parents are provided with a copy of their child’s two year old EYFS Progress Check (between 24 months and 35 months of age). Practitioners will discuss this with parents and encourage parents to share this information with other relevant professionals – for example Health Visitors.
- Key persons will support parents to work with any relevant practitioners.
- The setting will provide a healthy, balanced and nutritious snack and will encourage parents to do this with their packed lunches. The setting will support children’s dietary needs.
- Parents must be informed of all accidents and incidents that happen to their child on the same day. Parents must sign and date the forms.
- We provide weekly planning sheets detailing the activities on offer the each week to provide opportunities for parents to learn about the curriculum offered in the setting and support children’s learning at home.
- We actively encourage feedback from parents in order that we can continue to improve and meet the needs of all families.
- We invite parents to attend our half termly Stay and Play sessions.
- We encourage and organise trips/events outside of the setting to promote and support the children’s learning in partnership with parents.
- We encourage parents to join us in celebrating community events and festivals and also join us in fundraising.

This policy was adopted at a meeting of Trustees held on

and was checked and re-affirmed on

Signed on behalf of The Little Pennies Pre-School

..... (Chairperson