

Parents As Partners Policy

Code of practice for TLC Neighbourhood Nursery

TLC Neighbourhood Nursery recognizes that parents are their child's first educator. Parents provide a learning environment which is enduring and comprehensive. It begins even before birth, operates beyond the child's day at the setting and provides continuity as the child transfers from one setting to another. Most of children's lives are spent, not in a setting, but with their family and the wider community. Therefore home and community must be recognised as significant learning environments in the lives of children.

Parents should be involved in contributing to and completing the Early Years Foundation Stage assessments. The statutory framework for the EYFS 2012 states "In their interactions with children, practitioners should respond to their day to day observation about children's progress and observations that parents and carers share".

The practitioners recognise that parents can enhance their child's development and learning. Parents have the right to play a central role in making decisions about their child's care and education at every level. Parents will be informed of who their child's key person is. This person will seek to engage and support parents in guiding their child's development at home. Successful relationships between parents and the Key person can have long-lasting and beneficial effects on children's learning and well-being. Successful relationships become partnerships when there is two-way communication and parents and practitioners really listen to each other and value each other's views and support in achieving the best outcomes for each child.

Parents are experts on their own children, practitioners specialize in children's learning and development, and therefore practitioners will seek to learn from parents about what their child does at home. Children usually feel more confident and positive about themselves and their learning when parents and practitioners work together in an atmosphere of mutual respect.

Therefore during our induction process we feel it is important to share with parents how the Early Years Foundation Stage is delivered and where they can obtain further information on this. We ask parents to share where their child is at with their development on a starting point sheet, this helps the Key person to plan challenging and exciting learning experiences. We also share with parents the types of learning experiences provided, our daily routines, and how learning from home can be shared. Parents are also informed about practitioner deployment and practitioner details, how we support children with special educational needs and disabilities, the food and drink available, and details of the settings policies and

TLC Neighbourhood Nursery

procedures. Parents will also be given the contact details for the nursery and Ofsted, should they need to contact them.

Practitioners will discuss with parents and keep them up to date with children's progress and development. Where possible we will explore children's skills in their home language with parents to establish children's development or whether there is a cause for concern. If a child's progress in any area gives cause for concern we will discuss this with parents and agree how to support the child. Permission is sought from parents to share children's learning documents with other settings/professionals.

Also see:

- Admissions policy
- Behaviour policy
- Complaints and complements policy
- Confidentiality policy
- Contact and collection of children policy
- Equality and Diversity policy
- Planning observations and assessments policy
- Safeguarding children policy
- Settling in policy
- Special Educational Needs and Disability policy

Parents As Partners Procedure

- We encourage parents and carers to visit the setting before registering their child with the nursery.
- We operate an open door policy; ensuring parents/carers are welcomed at any time
- We expect parents/carers to play an active role in their child's nursery life, in order to develop a caring sharing relationship in the interest of the child this can be done through short planned purposeful visits.
- Parents are encouraged to contribute to their child's 'All About Me' book to share their child's learning from home
- The practitioners welcome parental involvement in nursery events and celebrations
- Parents are encouraged to attend our family circle days which are run once a term.
- The Key person will provide the family with home learning once every half term.
- Parents/Carers are encouraged to share their cultural backgrounds, skills, knowledge and interests with the staff and children.
- We provide each child and their family with a named key person.
- The child's key person informs parents on a regular basis about their child's progress
- Parents/ carers days are to be held every term
- Regular meetings and informal conversations about a child's progress are encouraged with their child's key person
- We aim to support parents/carers and families and will liaise with outside professionals should any parent request support beyond our service
- We involve parents in the record keeping about their children- either formally or informally, ensuring parents/carers have access to their child's records
- Information concerning nursery activities and events is regularly displayed/distributed
- During the registration period staff will discuss policies and procedures with parent/carers. Policies and procedures are available to parents within the reception area.
- We welcome suggestions/comments as part of continuing our quality
- We endeavor to take concerns and complaints seriously and action accordingly