

Fledglings Day Nursery

Working in Partnership with Parents/Carers

Aim

This setting believes parents/carers and staff need to work together in a close partnership to ensure children receive quality care and early learning that suits their individual needs. We recognise the fundamental role parents/carers have in their child's development and our aim is always to support the role of parents/carers and welcome them into the life of the setting. Two-way sharing of information and a relationship built on trust and understanding is key to this.

Policy

- Recognise and support parents/carers as their child's first and most important educators, and to welcome them into the life of the setting.
- Ensure all parents/carers are signed up to the setting's Tapestry account, where parents/carers are able to log on and see their children's development in real time as soon as they are uploaded.
- Ensure all documentation and communications are adapted to a format to suit the needs of individual parent/carers e.g. Braille, large print, multi-lingual, electronic communications
- Ensure that all parents/carers are aware of the setting's policies and procedures, documentation and consent forms. These are available on our website, electronically via email and in paper form on request.
- Inform all parents/carers of the systems for registering queries, compliments, complaints or suggestions; check these systems are understood by parents/carers. All parents/carers have access to the setting's written Complaints Procedure.
- On request, all parents/carers are entitled to see all records kept about their child.
- Maintain regular contact with parents/carers to help the setting to build a secure and beneficial working relationship for their children.
- Inform parents/carers about the setting's activities and events through regularly distributed newsletters, liaison and communication books, website etc.
- Operate a key person system to enable a close working relationship with all parents/carers.
- Support two-way information sharing regarding each child's individual needs both at the setting and at home.
- Inform parents/carers on a regular basis about their child's planning, progress and time at the setting and involve them in the shared record keeping.
- Ensure parents/carers have the opportunity to offer feedback and suggestions concerning the care and early learning of their child and running of the setting. This will be done by questionnaires, suggestions box, email, verbally.

- Welcome parents/carers into the setting to share with the children any skills and/or experiences they may have e.g. reading a story in another language, talking about their job, cooking skills, bringing in a baby sibling or pet etc.
- Explain to the parents/carers how the requirements of the Early Years Foundation Stage (EYFS) are being delivered in the setting and how parents/carers can access more information.
- Explain to parents/carers the range and type of activities and experiences provided for the children, the daily routines of the setting and how parents/carers can share learning at home.
- Provide a written contract between the parent(s)/carer(s) and the setting regarding conditions of acceptance of a childcare place and arrangements for payment and funding.
- Respect the individual circumstances of every child, individual or family; there will be no unlawful discrimination on the grounds of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.
- Ensure parents/carers are aware of the management structure of the setting and the roles and responsibilities of management and staff.
- Explain to parents/carers the deployment of staff at the setting and, when relevant and practical, involve parents/carers in the decision-making process.
- Encourage parents/carers to participate with fundraising events at the setting.

Author

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