

Tickton Pre-school and Play Pals Working in Partnership with Parent and Carers Policy.



Tickton Pre-school and Play Pals, Working in Partnership with Parents and Carers Policy.

Working in conjunction with the Early Years Foundation Stage Statutory Framework (EYFS).

Quality and Consistency.

A Secure Foundation.

Partnership Working.

Equality of Opportunity.

Unique Child

Positive Partnerships

Enabling Environment

Learning and Developing

The EYFS seeks to provide partnership working between practitioners and with parents and/or carers.

EYFS.

Children learn to be strong and independent through positive relationships.

Policy Statement

Strong, positive partnerships with parents and carers is key. We believe that children benefit most from early year's education and care when parents and settings work together in partnership.

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.

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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. In carrying out the following procedures, we will ensure all parents are included.

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.

'Parental responsibility' is all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.

It is important that staff practitioners develop strategies and information to help parent carers with their children's home learning – through leaflets, information sheets, workshops, parent meetings and daily discussion.

Procedures.

- We work in partnership with parents/carers to promote the Learning and development of all children.
- We have a means to ensure all parents are included – that may mean we have different strategies for involving parents who work or live apart from their children.
- We consult with all parents to find out what works best for them.
- The manager must inform parents and/or carers of the name of their child's key person, and explain their role when a child first starts attending the setting.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all 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 will discuss with parents and/or carers the support they require and expect from our pre-school, Play Pals out of school club and wrap around care.
- We encourage and support parents to play an active part in the governance and management of the setting.
- 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.
- The key person must seek to engage and support parents and/or carers 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 setting.

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- We inform parents about relevant conferences, AGM's, 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 hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- Parents can contribute to their child's individual EYFS profile 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 individual EYFS profile at any time.
- Parents may talk to practitioners confidentially at any time.
- Practitioners should address any learning needs in partnership with parents and/or carers.
- We 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 complaints procedure.
- 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.
- Parents may have access to copies of any setting policies, procedures and risk assessments at any time.
- Parents must be provided with a copy of their child's two year old EYFS Progress Check (between 24 months and 35 months of age). Practitioners must discuss this with parents and encourage parents to share this information with other relevant professionals – for example health visitors.
- Key persons must support parents to work with any relevant professionals.
- Practitioners must work with parents to provide a healthy, balanced and nutritious packed lunch, snacks and drinks; and to support children's dietary needs.
- Parents must be informed of all accidents that happen to their child on the same day. Parents must sign/date the accident form.

Also see:

EYFS

Admissions policy.

Complaints procedure.

Record of complaints.

Developmental records of children.

