



Partnership with Parents Policy

STATEMENT OF INTENT

At Totterdown, we believe that children benefit most from preschool education and care where parents and staff work together in partnership.

Aim

- To support parents as their child's first and most important educators.
- To involve parents in the life of the preschool and their child's education.
- To support parents in their own continuing education and personal development.

Method

In order to fulfil these aims:

- We encourage parents and carers to visit the setting before applying for a place for their child, and during the settling in process we meet with the child and parents at home, and encourage the parents to attend a session with their child.
- We encourage parents to decide how best to settle their child with us when first starting and after a period of prolonged absence, and we are led by the child's needs in our approach.
- We provide each child and their family with a named key person, who acts as their first point of contact for any queries, concerns and discussions. We encourage our staff to take pride in their role as a key worker. This role is allocated as the child and parent begins to form a relationship with an adult, and certainly before the end of the first term.
- We are committed to an ongoing dialogue with parents to improve our knowledge of the needs of their child and to support their families.
- We ask parents to help their child to complete an "One Page Profile" worksheet prior to starting and to contribute to their learning journal via Tapestry to provide us with more information about their child's likes and dislikes, abilities and requirements and to build a joint final portfolio.

- Through access to written information and through regular informal communication (including verbal), we inform all parents about how the group is run and its policies. We check to ensure parents understand the information which is given to them.
- We inform all parents on a regular basis about their child's progress, both through informal chats, parental meetings and written reports; and parents can access Tapestry on a daily basis.
- We involve parents in the shared record keeping about their child, either formally or informally and ensure parents have access to their child's written records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the group.
- We inform parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities for being involved in the preschool in ways which are accessible to parents with basic skill needs, or those for whom English is an additional language.
- We hold meetings in venues which are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- 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 preschool curriculum and about young children's learning, in the preschool and at home.
 - If a child is attending another setting we will ask for permission to make contact.
 - We often invite parents along to join in with activities, we have a library system where parents may discuss the books read, we also have a bear who 'visits' homes on a weekly basis and encourage parents to participate in our mystery reader.
 - We ask for parental inputs when making changes to what we may offer e.g. which outside provider to invite in and when.

In compliance with National Standard 12, the following documentation is in place:

- Admissions policy;
- Complaints procedure;
- Record of complaints

Agreed by Claire Childs and Shamira Lumsden

Reviewed on August 2021

STAFF ACKNOWLEDGEMENTS

I have read this policy and will adhere to it in future practice: