



Sandcastles Nursery

Partnership with Parents Policy

Reviewed: May 2017 (SR)
Next Review: May 2018

Please note that the term 'parents' also relates to carers and those with legal guardianship of children.

This policy applies to:

- **Sandcastles Nursery including 'early,' 'late' and 'wrap around care.'**

Aims:

Sandcastles Nursery recognises that parents are the first educators of their children and our aim is to work in partnership with parents in providing an environment that supports and involves them in the work of the setting.

The setting strongly supports 'inclusive practice' thus meaning that no one shall be discriminated against due to race, culture, background, gender, sexuality, disability or additional needs.

The setting endeavours to build strong, positive relationships with the parents of all the children who attend the setting. To support this we provide information for parents on the policies and procedures of the setting, taking time to explain what our policies mean and how they are implemented in practice.

All parents have access to our complaints procedure and we will ensure that any complaints are dealt with effectively in accordance with this.

Questions are answered honestly and we always welcome comments about the work that we do. Parents are consulted about all issues that affect the welfare,

wellbeing, learning and development of their children.

Procedures are in place to ensure that the children's key person shares information about each child's care, learning and development on a regular basis. An overview of the experiences and activities that the children are involved in is shared with parents to enable them to fully participate in their children's lives in the setting. Information about the Early Years Foundation Stage (EYFS) is clearly displayed and accessible to parents and planning is clearly visible.

Procedures for Informing Parents:

Parent welcome packs are distributed to all new parents providing information about the setting. Policies included in the packs and the complete policy file is always available in the setting for parents to view.

For parents who may have disabilities, additional needs or English as an additional language the setting will work closely with the family to insure that they are fully included and respected; for example, alternative methods of communication may be used and written communication will be translated into 'home languages.'

Newsletters are produced weekly and any additional information such as the weekly menu and services provided by outside agencies and organisations can be found on either the schools website and/or on the parent's notice boards that are displayed outside and inside the setting.

'My Unique Story' records are maintained by staff and are available for parents to view at all times; in addition parents are invited to contribute their own observations and 'wow moments.' For parents that we do not see on a regular basis a 'Home-link' book is provided to ensure that communication and information is shared.

There are reports and parents evenings twice yearly for staff and parents to discuss and review progress and the 'Unique Stories.' In addition, parent afternoons and evenings are organised to offer parents the opportunity to meet with their child's key person informally.

The setting has strong links with outside agencies and organisations, such as the local children's centre, and encourages parental participation in attending courses and training both in and outside the setting.

Where concerns have been raised staff/parent meetings are arranged; concerns will be discussed and actions agreed. Subsequently there will be a regular review. Where appropriate other professionals and outside agencies are consulted and may be involved in these meetings. If parents need to liaise with other agencies support is offered.

Staff are always available to speak to parents at dropping off and collection times; if not appropriate or inconvenient an alternative meeting time will be arranged.

Parent's views and ideas are always welcomed by staff and the school and are used to support the review, evaluation and development of the provision. All suggestions will be listened to and it is acknowledged that all children, parents and staff have the right to be heard.

The setting encourages and supports parents to play an active part in their child's early education and development and always welcomes contributions of their own skills, knowledge and interests.