

Parents as Partners Policy

Introduction

The aims of this policy are to support and enhance the development of the Child and to respect, understand and value the contributions of the Parent to the Child's learning. Also, to provide support, guidance and encouragement to the Parent as the primary educators.

It is important to remember that the Parent knows the Child best and to respect the Parent's wishes even though they might differ from that of the Staff. The Staff should be willing to listen to the Parent and show confidence in them to promote their parental skills.

Before and During the Child's Entry into the Nursery

Before the Child starts at the setting the Parents will be invited to bring the Child for a settling in period. During this session the Parents can ask questions of the Staff and be given the Nursery Prospectus if not already received, which contains useful information relating to the setting. It is important to provide the Parents with sufficient information about the setting before the Child starts.

At the settling in visit or visits the child's key person will talk to the Parent about the Child and ascertain further information regarding any special needs, health or other issues relating to the Child. Staff should, where possible, work with the Parents to build up a profile of the Child's development and needs prior to and during the Child starting at the Nursery. (see Key Person Procedure)

Drop Off and Pick Up of the Child

On the Child's arrival at the setting it is important to greet the Parents and the Child with a friendly smile. Exchange any information that either the Parents or the Staff has about the Child's day. Staff should, where possible, involve the Parents in any changes of routine that may have occurred regarding the Child.

Routines and Activities

The Staff should value the home routines of the Child as much as possible within the boundaries of the settings Health and Safety constraints and while guiding the Child into a more general routine of the setting.

Staff should keep the Parents informed of any change in the Child's routine at every opportunity.



The Parents should be encouraged by the Staff to become involved with outside Activities. For example:

- Charity fundraising ideas
- Setting Trips

Information Transfer

The Parents should be able to gain access to information regarding Curriculum Activities and events through discussion with the Staff, regular newsletters, posters, planning boards and the Parents Notice Boards. The Parents Notice Board will be updated on a regular basis.

The Parents should be supplied with a Daily Diary for 0-2yrs children, and a Daily Room Log for 2-4+yrs is available for them to look at, at the end of each day. These provide the Parents with information on the Child's daily routine. The Daily Diary needs to be brought with the Child to each session the Child attends. The staff will also talk to the parents about their child's day. In the Club verbal discussion will take place between the staff and the parent on how their child has been.

It is important to make sure that the Staff are available to discuss any issue or problem that may arise. Frequent contact with the Parents by both phone and meeting is recommended. Staff should provide opportunities for the Parents to discuss the Child's progress. This can be achieved through regular Parent's evenings and providing written reports giving details of the Child's progress.

It is important for the Staff to remember to give positive information as well as any difficulties or problems the Child may have had.

Where appropriate the Staff should gently guide the Parents using advice based on their own experiences and training. Also where appropriate the Staff should give support and help to the Parents and provide information on outside organisation sources of information or put them in touch with other Parents allowing them to support each other. If support is required in the area of special needs then the parent should be introduced to the SENCO for further information and guidance as laid out in the Special Educational Needs Policy.

