

Parents/Carers as Partners

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. Some parents are less well represented in early years settings; these include fathers, parents/carers who live apart from their children but who still play a part in their lives as well as working parents/carers. In carrying out the following procedures, we will ensure all parents/carers are included.

Procedures

- We generate confidence and encourage parents/carers to trust their own instincts and judgement regarding their own child.
- We welcome all parents/carers into the pre-school at any time and provide an area where parents can speak confidentially with us as required.
- We have a means to ensure that all parents/carers are included – including fathers or parents who live or work apart from their children.
- We welcome breast feeding mothers. The pre-school will make available a private area whenever needed to offer space and privacy to feeding mothers.
- Maintaining regular contact with parents/carers helps us to build a secure and beneficial working relationship for their children.
- Operating a key person system enables parents to establish a close working relationship with a named practitioner and to support two-way information sharing.
- We ensure ongoing dialogue with all parents to improve our knowledge of the needs of their children and to support their families.
- We ensure pre-school documentation and communications are provided in different formats to suit each parent's needs if necessary.
- We ensure that all parents/carers are aware of the pre-school's policies and procedures. A brief introduction to policies is provided and our full policy documents will be available to parents/carers at all times in the conservatory.
 - We check to ensure parents/carers understand the information which is given to them.
 - We inform parents/carers how and why we use their information within our setting.
- We inform parents/carers on a regular basis about their children's progress and daily contact is made with parents/carers.
- We involve parents/carers in the shared record keeping about their children and ensure parents have access to their children's written developmental records.
- We actively encourage parents/carers to contribute to children's learning through sharing observations, interests and experiences from home. This may be verbally, sharing photographs or in written form.
- We inform parents/carers about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through newsletters.
- We respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so.

- We provide opportunities for parents/carers to contribute their own skills, knowledge and interests to the activities.
- We provide information about opportunities for being involved in the pre-school.
- We inform parents/carers how the pre-school supports children with special educational needs and disabilities.
- We welcome the contributions of parents/carers, in whatever form these may take.
- We give parents/carers and their child a questionnaire to complete on leaving Dinton Pre-School.
- We consider and discuss all suggestions from parents/carers concerning the care and early learning of their child and pre-school operation.
- We share information about the Early Years Foundation Stage, young children's learning in the pre-school, how parents can further support learning at home and where they can access further information.
- We inform parents/carers of the systems for registering queries, complaints or suggestions.
- We provide opportunities for parents/carers to learn about the pre-school curriculum and about young children's learning, in the pre-school and at home.