



*Rebecca Cheetham Nursery
and Children's Centre*

PARENT PARTNERSHIP POLICY

**Compiled by: RC SLT
RC Senior Leadership Team
Date: April 2024**

Ratified by governors: Yes

Policy statement

We believe that children benefit most from early years' 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 our setting. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early years' 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 that all parents are included.

When we refer to 'parents', we mean both mothers and fathers; these include both natural or birth parents, adopted parents, as well as stepparents 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. This definition also includes foster carers as children's interim carers.

The Children Act (1989) defines parental responsibility as 'all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property'.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/441643/Children_Act_Guidance_2015.pdf

Parents are a child's first and most enduring educators. At Rebecca Cheetham Nursery and Children Centre, we strive to develop a close relationship with parents that support and encourage children to achieve their best. We recognise that supporting parents' engagement in their children's learning is an effective way to make a difference to children's lives and outcomes. We strive to do this by working and talking together to nurture the children to develop respect, trust, confidence, independence, self-esteem and the motivation and aspiration to learn.

The aims of this policy are:

- To support parents as their child's first and most important educators.**
- To involve parents fully in setting life and setting community**
- To involve parents in the life of their children's education**
- To work in co-operation with parents to ensure high standards of care and academic achievement for all our children.**
- To communicate fully with parents to ensure that we all (parents, children, staff) have the same purpose in mind – the needs, development and progress of the children.**

- To operate an Open-Door Policy that encourages the fullest possible two-way communication between staff and parents.
- To provide an environment of inclusivity for all parents and their children, regardless of need, background or culture.

To fulfill these aims:

- We encourage parents/carers to visit the setting before applying for a place for their child.
- Before a child starts nursery, a home visit is arranged allowing staff the opportunity to get introduced to the child and pass on a welcome pack containing useful information related to the setting. An 'All about me' sheet will be completed with the Parent/Carer and the child's personal information regarding special needs, health or other issues relating to the child will be gathered (Article 18: Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by giving them the help they need, especially if the child's parents work).
- Before the child starts, a pre-visit will be arranged to familiarise the child to the setting.
- Parents will be invited to bring them in for a settling in period during session time. During this session, the parents can ask questions and be given the nursery welcome pack if not already received.
- 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.
- At the settling-in visits the child's key person will talk to the parent about the child to build up a holistic picture of the child and their interests and complete a Baseline Assessment.
- On the child's arrival at the setting we stress the importance of greeting the parents and the child with a friendly smile. We encourage the exchange of meaningful information that either the parents or the staff has about the child's day.
- Staff will 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 the general routine of the setting.
- Ongoing dialogue is encouraged and staff will, where possible, involve the parents in any changes of routine that may have occurred regarding the child.
- We inform all parents on a regular basis about their child's progress; Review meetings are held each term to provide parents with up-to-date information on their child's progress and set targets.
- We consult with parents about the times of meetings to avoid excluding anyone;
- We involve parents in the shared record keeping about their children either formally or informally and ensure parents have access to their child's Learning Journals;
- Meetings are held to discuss, evaluate and update Individual Learning Plans for children with special educational needs.
- We encourage and 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 curriculum and how to help their child at home through parental workshops. Information Sharing Parents can gain access to information regarding activities and events through discussion with the staff, half-termly theme sheets, termly newsletters, posters, planning boards and the notice boards and signs as well as our website.

Parental Feedback

The setting will regularly seek parental views on a range of topics affecting pupils' education through questionnaires, surveys and verbal discussion. Feedback is valued, and responses are seriously considered and appropriate action taken.

Parents Forum and Parental Consultations

Parents have an opportunity to attend Parent Forums which is an opportunity for us to share some learning with parents to help with children's development at home in a holistic and age appropriate manner. Some example Parent Forums might be on Early Maths and Reading strategies, Transitions to primary school, E-safety and safeguarding and Outdoor Play. There is also time for parents to ask questions and find out more about what happens in the nursery. We generally also offer for parents to supplement these sessions with an opportunity to visit their child's classroom to put into practice some of the learning provided in the workshop.

We also offer Parent Consultations where parents can meet the key person to discuss their child's progress.

Home/Setting Partnership

We believe that a strong home/setting partnership is key to children's emotional development, progress and growth as part of the community. We encourage parents to support their children's learning at home in a variety of ways, including:

- jointly signing the Home School agreement
- reading with children as often as possible
- visiting the library together
- Talking with the teacher/key person if they have any concerns regarding their children's learning or behaviour at setting or at home.

We are committed to the highest possible level of Partnership with Parents and are always open to new suggestions on how we can improve.