

STAMPERS PRE-SCHOOL

Parents/carers as partner's policy (reviewed 29.3.16)

"Parents are the children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's learning and development". EYFS, DfES, 2008

Statement of intent

We believe that children benefit most from Pre-School education and care when parents/carers and Pre-Schools work together in partnership.

Aim

- To support parents/carers as their children's first and most important educators.
- To involve parents/carers in the life of the Pre-School and their children's care and education.
- To support parents/carers 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 to make two visits ('pre-visits') in the weeks before their child starts with us.
- we encourage parents/carers 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 parents/carers in our approach.
- we encourage parents/carers to discuss with each other the various ways they can contribute to the running of the Pre-School and the practices of the Pre-School through being on the Committee, questionnaires, parental consultations, and Learning Journeys.

We acknowledge that some parents/carers may feel more comfortable discussing our practice with another parent/carer rather than a member of staff and we ask our Committee members to keep themselves informed so that they may feel confident to discuss any issues with other parents/carers.

- 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 key person staff to take pride in their role, and to increase their own knowledge when challenged by a parent/carer rather than passing the query onto a more senior member of staff.
- we are committed to an ongoing dialogue with parents/carers to improve our knowledge of the needs of their children and to support their families.
- we ask parents/carers to complete a "Learning Journey" section in their online Learning Journey on Tapestry: 'all about me' to provide us with more information about their child's likes and dislikes, abilities and requirements. A copy of this is kept with the registration documents as well as in the Learning Journey.

We aim to keep parents/carers informed about the day-to-day running of the Pre-School by both formal and informal methods, both verbally and in writing eg:

- news and information on our website www.stamperspreschool.org
- a parents/carers noticeboard
- and by talking to parent/carers at the beginning and end of sessions.
- letters to parents/carers

- We inform all parents/carers about how the group is run and of its policies. All parents/carers are required to read the policies and sign to say they have done so, and agree with them. They are available online on the Stampers website: www.stamperspreshool.org We check to ensure parents/carers understand the information which is given to them. We offer an invitation to an informal 'new parent/carer' chat in the term after their child starts. This may double up as a '2 year developmental check.' This is a statutory requirement for children between 2-3 years of age, with the aim of flagging up any concerns that may need further action.
- we encourage and support parents/carers to play an active part in the governance and management of the Pre-School, by joining the committee.
- we inform all parents/carers on a regular basis about their children's progress, informally (verbally) through access to their child's online 'Learning Journal' (Tapestry), and/or by appointment, known as a 'check-in' meeting. These meetings can be requested by parents/carers.
- we involve parents/carers in the shared record-keeping about their children either formally (at the 'check-in meeting'), or informally on Tapestry, where they can add their own observations, or comment on those by staff. We ensure parents/carers have access to their children's written records.
- we provide opportunities for parents/carers to contribute their own skills, knowledge and interests to the activities of the group.
- we inform parents/carers about relevant conferences, workshops and training.
- we offer flexible appointments to avoid excluding anyone.
- we provide information about opportunities for being involved in the Pre-School in ways which are accessible to parents/carers with basic skills needs, or those for whom English is an additional language.
- we welcome the contributions of parents/carers, in whatever form these may take.
- we inform all parents/carers of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents/carers have access to our written complaints procedure - see noticeboard or website, or ask staff.
- 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, on our website, through written and verbal information provided at check-in meetings, and through 'coffee and chat' sessions.

Management Committee

The Pre-School is run and managed by a voluntary committee drawn almost exclusively from the parents/carers of current children at the Pre-School. All new parents/carers are encouraged to join the committee and contribute ideas, time and skills. These invitations are provided in writing and verbally, and the Committee Chair will endeavour to arrange meetings which are open to all parents and carers, at times and venues which do not exclude anyone. Where it is unavoidable for some parents/carers not to be able to attend, the minutes of the meetings are made available to anyone who requests them.