



Parents as Partners Policy

“Parents and/or carers should be kept up-to-date with their child’s progress and development”

Introduction

Parents are a child's first and most enduring educators. Supporting parents' engagement in their children's learning is an effective way to make a difference to children's lives and outcomes. 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.

It is important to remember that parents know their 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 them in for a settling in period this is usually taken place during parent and toddler sessions. During this session, the parents can ask questions of the staff and be given the nursery welcome pack 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 their child starts.

At the settling in visits the child's key person will talk to the parent about the child and complete an 'All about me sheet' and continue to update these termly to 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 holistic picture of the child and their interests.

Dropping Off and Picking Up of Children

On the child's arrival at the setting it is important to greet the parents and the child with a friendly smile. Exchange meaningful information that may impact or has impacted on their day. Staff should, where possible, involve the parents in any changes of routine that may have occurred regarding the child. If you need to speak to a member of staff, please ensure this is a convenient and safe time for staff and children.

Routines and Activities

Staff 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.

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 setting & outside activities.

Staffing

Staff are all room based, to ensure consistency for children and to allow the key person procedures to be effective. Staff work to ratios of 1:4 for 2yr olds and 1:6 for all children over 3. We invite parents to discuss our staff deployment with us and contribute to the decisions we make regarding our staffing and their child's key person.

Information Transfer

The parents should be able to gain access to information regarding activities and events through discussion with the staff, regular newsletters, posters, planning boards and the notice boards and signs situated on the door/ window as well as our website www.jackinthebox.org.uk. These are updated on a regular basis.

It is important to make sure that the staff are available to discuss any issue or problem that may arise. Staff should provide opportunities for the parents to discuss the child's progress. This can be achieved through regular parent's consultation afternoons which are held termly and open class rooms. 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.

Parent Engagement

We aim to involve parent's views as much as possible within our settings and have an 'open-door' policy for parents. Additionally, we offer parent's consultation afternoons termly to specifically discuss children's progress and to allow families to meet with each other socially. Annual questionnaires also allow us to received feedback for those that cannot make meetings.

Two-year check (see 2-year-old check policy)

When a child is aged between 24 and 36 months, practitioners must agree a date to conduct the Two-year check with parents to review progress in the prime areas of learning and development, and supply parents or carers with a short-written summary of their child's development. The development and progress check at 24 -36 months must identify any areas where the child's progress is less than expected, and should shape a targeted plan to support that child's future learning and development in the setting. This should be available to inform the Healthy Child Programme undertaken by health visitors. If additional support is required, then the parent should be introduced to the SENCO for further information and guidance as laid out in the Special Educational Needs & Disabilities Policy.

Signed on behalf of Jack in the Box

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Implemented April 2017

To be Reviewed April 2019