



Partnership with parents policy

We believe that children benefit most from early years education and care when parents and settings work together in partnership, forming a warm and positive relationship with an Early Years Educator.

Our aim

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. We also aim to support parents in their own continuing education and personal development.

Method

In order to fulfil these aims we:

- are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families;
- remain in control of their family lives and be treated as active participants in meeting children's needs.
- be listened to and treated with respect
- be helped by 'professional friends' - practitioners who are confident and well-informed, but who are also able to get alongside parents and show an interest in them and their lives.
- inform all parents about how the setting is run see our website for all our policies - ensuring these are understood; (www.pippinspre-school.co.uk)
- encourage and support parents to play an active part in the governance and management of the setting;
- have regular clear information and advice about their children's needs and how they can meet them, their children's progress using our online record keeping system tapestry, encouraging them to upload home observations and special memories.
- we have a book scheme in the rocket room and encourage children and their parent/carers to borrow a book and read it together at home.
- provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting, welcoming all contributions;
- issue newsletters at the start of each $\frac{1}{2}$ term.
- inform parents about relevant conferences, workshops and training;
- have parent/carer induction, where one of the management team discusses relevant information regarding the child's individual needs and requirements.
- have a suggestions box for comments or ideas in the front foyer.
- hold meetings that are accessible and appropriate for all;
- have a white board sharing information about the children's learning focus encouraging communication between parent/carer and child. Also a parent link from the setting to home.
- have a notice board displaying important information.

- 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; and
- provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home, giving them a copy of "what to expect when".

We endorse the following

The qualities that underpin a helping relationship and partnership

- **Respect:** valuing parents as individual, believing in their fundamental ability to cope and make a difference in their family lives, and working within an ethos of partnership.
- **Empathy:** showing an understanding of the challenges a parent is facing in their lives and being able to see the situation from their point of view.
- **Genuineness:** being sensitive, honest, undefensive and trustworthy.
- **Humility:** working in the context of an equal relationship and using parents' strengths, views and knowledge alongside your own at every stage of the process.
- **Quiet enthusiasm:** bringing a friendly, positive energy to the relationship and a consistently calm, steady and warm approach.
- **Personal integrity:** in addition to empathising with the parents, being able to hold alternative views and offer these when appropriate.
- **Expertise:** the knowledge and experience that the helper brings to the work to complement the parent's existing knowledge and skills, both in building the relationship and in providing information and support.

(Braun et al.,2006)

In compliance with EYFS Statutory Guidance, the following documentation is in place:

- Admissions policy;
- Complaints policy, procedure and record

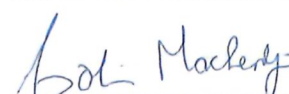
This policy was adopted at a meeting of Pippins Pre-school and

Nursery

held on Thursday 22nd October 2020

Signed on behalf of the Management Trustee Directors

Role of signatory (e.g. chairman etc.)



Chairman

Commenced 2008 - Reviewed: 22.10.2020