

PARTNERSHIP WITH PARENTS & CARERS

Safeguarding & Welfare Requirements

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to ensure the needs of all children are met.

Policy Statement

In this policy 'parents & carers' includes the child's parents, legal guardians, close relatives or other carers who look after the child on a regular basis.

St Teath Pre-school values the unique insight parents & carers can provide with regard to their child's interests, strengths, learning and development. We acknowledge parents & carers as a child's first and most enduring educators. It is our intention to work in a close partnership with parents & carers in order to nurture children's development of trust, confidence, independence, self-esteem and desire to learn. There is overwhelming evidence that children benefit when early years educators, parents & carers work together.

Our partnership with parents & carers policy has been developed, partly to meet the requirements of the Children Act, but also to ensure the trust, accountability and sharing of information, decision making and responsibility which are fundamental to the achievement of the setting's objectives. Our staff are committed to working together with parents, carers and with other agencies involved with the families to help children feel secure.

The relationships are based on mutual respect between professionals, parents & carers recognising that the different skills and expertise that each brings are equally valuable and should complement each other. It is understood that parents & carers have commitments outside the setting and judgements are not made about their degree of involvement, which can vary in nature and degree over time.

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Aims

At St Teath Pre-school we aim to provide an environment that provides two-way flow communication between the setting and parents & carers in order to promote and enhance children's learning and development, fully involving parents & carers in all aspects of their child's learning and development. We endeavour to work in close partnership with parents & carers to provide the highest possible standard of care and education for the children. Our intention is to provide an inclusive environment for all children, parents & carers regardless of background, culture or ethnicity.

We establish the views and opinions of parents & carers and act on these views to continually strive to improve provision and outcomes for the children. We inform parents & carers about their child's progress on a regular basis, and ensure that parents & carers have the opportunity to contribute their own skills, knowledge, interests and experience. We fully involve and encourage parents & carers to contribute to their child's Learning Journal and next steps of development.

Prior to a child's admission, we ensure that all parents & carers have access to information regarding the setting's policies and procedures. We also ensure that the following are completed:

- Enrolment form
- Relevant consent/permission forms
- Emergency contact details
- Name/s of child's legal guardian/s
- Special dietary/health requirements
- Getting to know me

We ensure that parents & carers are informed of, and fully understand, arrangements for the arrival and collection of children to ensure the highest standards of safety are maintained at all times (please refer to the: Health & safety, Safeguarding Children and Uncollected Child Policies).

Parents & carers are welcomed into the setting at mutually convenient times to learn more about their children's progress and to celebrate their successes. We provide opportunities, both formal and informal throughout the year for key persons to meet with parents & carers in order to build and maintain relationships:

Communication

We strive to continually update and improve our communication systems with parents & carers. At present we use the following ways:

- Newsletters
- Website / Facebook Page - with regular updates
- Information letters
- A Parents & carers Diary - all info regarding planning and dates for the diary.

Policies

We seek to ensure that all of the setting's policies and procedures are readily accessible and comprehensive - they are situated in the policy file in the office. Parents & carers are invited to collaborate in the writing and updating of all policies.

Privacy and Confidentiality

- Personal data is held securely under lock and key in the office
- Information disclosed about children and their families is treated confidentially and only shared on a 'need to know' basis with prior consent from the parent & carer
- The child's key person is responsible for sharing information with the child's parent or carer - we suggest that if a parent or carer wishes to discuss a particular issue with regard to their child that they speak to their child's key person in the first instance

Transition

We aim to provide support and resources to help parents & carers make informed decisions about choices and transitions by doing the following:

- Providing impartial guidance on transition to parents, carers and children
 - Supporting parents & carers with the procedures for applying for a place at a primary school
 - Identifying the SENCO as the link to other agencies and resources
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Volunteering at St Teath Pre-school

We welcome parents & carers who wish to help out on a voluntary basis. Volunteers will not be put in sole charge of any children or left unsupervised at any time. Due to insurance and registration restrictions we are unable to accommodate for the presence of siblings under the age of two or over the age of five years.

The Wider Community

Being a community Pre-school, importance is placed on a sense of community involvement. We organise local visits, invite other professionals to the setting and have an excellent relationship with the local primary school - all of which help the children to develop a sense of their place in a wider context.

Parent & Carers Feedback

St Teath Pre-school regularly seeks parent & carer views on a wide range of issues, mainly through discussions and questionnaires. Feedback received is highly valued with action being taken to improve the service we provide when appropriate.

Legal Framework:

Data Protection Act, 1998

Childcare Act, 2006

Every Child Matters: Change for Children, 2004

Freedom of Information Act, 2000

UN Convention on the Rights of the Child

Human Rights Act, 2000

Statutory Framework for the Early Years Foundation Stage, 2014
