



Parent Partnership Policy

Reviewed October 2016

Cherry Tree Nurseries values the unique insight that parents can provide into their children's learning and acknowledges that learning begins and continues in the home environment.

Working in close partnership with parents by having an allocated Key person, we seek to nurture the children and the development of trust, respect, confidence, independence, self esteem and the desire to learn. This member of staff is the key person caring for your child and will ensure not only that records are kept up to date, but that a true partnership between parent and nursery is forged throughout their stay. During the pre start sessions we will observe if any natural bonds form between staff and the child if so we will allocate them as the keyworker, otherwise we will look at age, ability and who they might work best with. Staff work as a team and will be collectively involved in delivering care and support for the children within the nursery. A list of Key person / children is displayed on notice board in each area. If your child's key person is absent there buddy person will care for your child.

Aims

- 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 involve parents fully in nursery life and the school community.
- To operate an Open Door Policy that encourages the fullest possible two-way communication between staff and parents.
- To work in close co operation with parents in order to ensure high standards of care and academic achievement for all of our children.
- To provide an environment inclusive for all parents and their children, regardless of need, background or culture.

Parents are welcomed into the nursery at mutually convenient times to learn more about their children's progress and to celebrate their successes. There are numerous opportunities throughout the year (both formal and informal) to meet together and get to know each other. Meetings are arranged at a variety of different times to enable as many parents as possible to attend.

Formal

- Induction events for new parents (including initial visit, joint parent/child pre-starts, meet the Keyworker).

- Visits for new and existing parents to see the nursery at work.
- Parents Evening twice a year to provide parents with contact points for the coming year, advice on the curriculum, learning and development, progress and set targets also information about the year ahead.
- Meetings to discuss, evaluate and update Individual Education Plans for children with special educational needs.

The 2 year progress check

The EYFS places a strong emphasis on working with parents as partners at sections 2.1 – 2.5 of the framework.

This on-going dialogue or sharing of regular two way observations on learning and development with parents, leads to improved cognitive, social and emotional outcomes for children.

Parents and Practitioners should reflect together on what:

- A child likes to do
- He/She has just mastered or just learnt
- New words and language structures
- Particular interests or patterns in play and exploration are observed at the moment

The aims of the check are to:

- Review development in the three prime areas
- Give parents a clear picture of development
- Help practitioner's understand and plan for the child's needs
- Help parents understand and support development at home
- Note areas of good progress and identify and areas of slower progress
- Identify actions to address any concerns

Informal

- Christmas events
- Summer open/fun day
- Educational visits
- Open sessions – stay and play
- Open door policy – we welcome parents/carers to come to the nursery anytime to observe and or participate in an activity.

Communication

We are continually updating and improving our communication systems. Currently, parents receive regular updates from the Nursery:

- Daily feedback from keyworkers/staff team

- Regular newsletters and information letters
- Progress Reports
- Parents notice boards
- Feedback books for the younger children
- Email distribution of letters and newsletters

Opportunities and support for parents

The nursery seeks to ensure all groups of parents/carers connected with the nursery are aware of training and enrichment opportunities available in the community, by:

- Informing parents about adult learning courses (College in the Community).
- Offering Share (positive parenting) sessions.
- Providing information and advice workshops, for example written calculations in maths, to enable parents to support their children's learning.
- Offering leaflets and guidance on specific areas of the curriculum, eg. reading, to enable parents to support children at home.
- Developing opportunities for parents of children with special educational needs to meet to share experiences and learn more about available support.
- Opportunities for parents studying for degrees (including OU degrees) to participate in the Student Associate Scheme.

Policies

We seek to ensure that all nursery policies are effective and easy to read by parents. All our policies are available in the **Parents Handbook** and we are able to support parents, by providing translation where possible and appropriate.

Transition

We aim to provide support and resources to help parents make informed decisions about choices and transitions to other institutions, by:

- Providing impartial guidance on transition to parents and pupils.
- Supporting parents with the procedures for applying for primary schools.
- Identifying the SENCo as the link to other agencies and resources.

School Readiness

At Cherry Tree Nurseries we will work together with parents to assist their child's transition into school. What does School Readiness look like? Children who are school ready should be able to:

- Show an interest in the world around them
- Focus on their own interests and take pride in their own work
- Able to separate from parent/carer
- Able to sit still and demonstrate listening skills
- Enough language to be able to express themselves
- Able to describe who they are for example; name, age, appearance, family, etc

- Hold a book correctly and understand how a story works
- Pencil grip – holding a pencil and beginning to form letters
- Be independent in toileting, putting own clothes on, doing up own coat, using a tissue, etc
- Understands others emotions and feelings and the consequences of their actions

Parental Feedback

The nursery will regularly seek parental views on a range of topics through questionnaires, surveys and verbal discussion, input into progress reports. Feedback is valued, and responses are seriously considered and appropriate action taken.

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

To be reviewed October 2017