



Partnership with Parents and Carers

Parents are the experts on their own child and are their child's first educators. We recognise parents as partners in the care and education of their children. In order to meet the needs of the children in our care, we aim to build strong relationships with parents/carers and to ensure that the exchange of information is a two-way ongoing process. We believe that the closer the links between parents and the nursery, the more effective the child's learning becomes.

We aim to follow the following principles to working in partnership with parents and carers:-

- Knowledge of the child is shared between parents and the nursery before the child starts, through visits to the nursery and through clear written information which is recorded in the child's starting point booklet.
- Parents and carers are welcomed at the beginning and end of each session or day and encouraged to engage in conversation with their child's key person about their child's day.
- If some parents and carers are less able to participate in the settling than others, this is respected and understood by the staff.
- Parents and carers are encouraged to discuss concerns, problems and changes involving the child or family as they occur. This is written in the parents information booklet which is given to parents/carers prior to the child starting at the nursery.
- The child's achievements and milestones are celebrated.
- Experiences and activities are shared through Facebook and the termly newsletter.
- Parents are informed of the complaint's procedure through a notice in the reception area.

In the nursery there will be:-

- Respect for children as individuals, we ensure that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability.

- Respect for the different ways that different parents have of loving and caring for their children and preparing them for adult life, according to differences in cultural practices and religious beliefs.
- A willingness to relate to children and their parents and carers in diverse ways and share responsibility.
- Respect for parent's decisions about their own lives, in particular for the choices they make about working outside the home.
- A commitment to listen to parents' views and to take account of their concerns.
- Acknowledgement that there are different views of childhood, child-rearing practices and goals of education, different views about the roles of parents/carers and the nursery staff who look after children, and that these may need to be explored and explained in open and sensitive dialogue.
- Clear communication about channels for parents and nursery staff to share knowledge of all aspects of children's needs, health, welfare, individual characteristics, progress and successes, in accessible language free from jargon.
- Clear procedures to support parents' involvement in the management and day-to-day life of the setting and in contacting management and parent representatives.

The key person system:-

- All children are assigned a first and second key person prior to starting at the setting. The child's key person will be decided depending on the sessions that the child attends and who the child appears to have formed a bond with.
- If the child's key person is absent for any reason, then the child's second key person will be the main point of contact for the child.
- The child's first and second key person is communicated to parents/carers when their child starts and there is also a display in the entrance of staff and in the rooms with all the children and their first and second key people.

Methods of contact with parents and carers:-

- **Tapestry** - Tapestry is our online learning journey, parents/carers can access this 24 hours, the practitioners will record all meals that the children have eaten, and record all wet and soiled nappies. Practitioners will record written and photo observations, throughout the day. Parent/carers can also upload photos and observations and this can be added to the child's learning journey. Practitioners will upload a daily memo called daily activities and this will inform parents/carers about what the children have been learning that day.

- **Open-door Policy** - an open invitation for parents and carers to meet with staff or access the nursery at any time. **Small matters can be discussed with a staff member at any time but larger issues will need an appointment, which will be made for the same day if mutually convenient.**
- **Newsletters** - Regular newsletters home and displayed on the parent's notice board in the walkway are as important as the daily contact parents and carers have with the nursery. These will keep parents and carers up to date with current events, issues or staff changes which may affect their children.
- **Staff Photograph Board** - Displays of photographs of members of the team with their name, qualifications, role and any special responsibilities will inform parents and carers to find the person they need to talk to.
- **Questionnaires** - occasionally parents may be asked to complete a questionnaire relating to the nursery. The information received will be treated confidentially and will be used to improve the running of the nursery.
- **Email list** - if parents wish, we can contact them via email.
- **Parent/Carer evenings**- these take place once or twice a year for parents / carers to discuss their child's progress with their child's key person.
- **Facebook** - We regularly update our Facebook page with the activities that children have completed and with updates on the nursery for parents to see. Parents/carers can also leave the nursery comments via our Facebook page.

Parental involvement at the nursery:-

- Parents and carers are very welcome to contribute their personal skills in the nursery if they wish to. Parents of children attending the nursery who have younger siblings are welcome to bring them with them to nursery, if they have come to help. This usually has a positive effect on the older children as they assume a caring role towards them.
- When parents and carers play an active part in the nursery, children operate at a higher level because they are being sensitively supported in their play. Adult support can help children to extend their vocabularies, clarify and develop concepts and to maintain their concentration and interest. It is important that children are offered enriched, powerful, first-hand experiences and that they are actively supported by adults to make full use of these experiences and to extend them.

Two year old progress check:-

- We work together with parents/carers to complete the two year old progress check for every child the term following their second birthday or before they

turn 3. We ask parents to contribute to the report and ask them to fill out their own comments should they wish.

- Parents/carers are asked to sign a permission form to state that they give permission for the setting to discuss their child's development with their health visitor.
- The progress check is shared with parents/carers once completed and they are asked to sign it on the tapestry account.

This policy was implemented by Kirsty Ward in October 2025

Please note all policies and procedures will be reviewed yearly basis, unless there is a need to implement changes prior.