



Parent Partnership

Patti Snook - Headteacher

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Fundamental to the ethos of the Centre is the value and respect we place on our partnership with parents.

Our parent partnership policy is built on:-

- A common aim
- Working together
- Complimentary expertise
- Mutual respect
- Open two-way communication

This policy links with:-

Early Years Foundation Stage (EYFS) [2008 & 2012]

Every Child Matters (ECM) [2003]

The Parents, Early Years & Learning (PEAL) [2007]

Bushy Leaze Single Equalities Statement

Bushy Leaze SEN Information Report

All families are welcomed and valued at Bushy Leaze. We consider the physical environment, our personal attitudes, our approach and practices in order to ensure that all families feel included.

"Recognising parents' expertise in their own lives, and emphasising partnerships by doing things with families rather than to them is crucial here." Moran [2004].

Working in partnership with parents is integral to what we do, and we demonstrate this in the following ways:-

- We ensure that the Centre is a part of the community and that diverse services are delivered directly in response to need.
- Parents are encouraged to participate in Toddler groups, Baby groups, Stay and Play days, Family Songs and Rhymes and Stories and other special events. Fathers' involvement is seen to matter and because of this Dads Matter was established. Families are enabled to get to know each other and the staff team, and to share in activities to promote learning and development. All groups are underpinned by the EYFS and are run on Parents Early Education Programme (PEEP) principles – working with parents to enhance children's self esteem and positive attitude to learning through play.
- We believe that parents have the first and most long lasting effect upon their child, they have the closest, continuous relationship. Their influence is immediate and woven into every aspect of daily life. In everything we do we recognise what parents are already doing to support their child's learning and build their confidence.
- We value that parents have expertise and knowledge about their own lives and their own children; they know about their special ways, their needs and their previous experiences. We need to use and build on this.

- Our starting point is to build respectful relationships with parents. Home visits are a well established aspect of Centre provision. All children receive a home visit from their keyperson, or from the nursery teacher, prior to being welcomed into nursery.
- Transitions into nursery and on to school are carefully planned around the needs of the individual child. Every effort is made to manage this process successfully for both child and parent. Parents need and deserve to feel that they and their child are treated as individuals, that their own unique circumstances and needs are respected and that they are not compared to others.
- Quality relationships enable knowledge to be communicated between the home and the nursery. Information is shared as much as possible, through ongoing conversation, learning journals, Tapestry (online learning journal), newsletters, parent consultations and Individual Education Plan (I.E.P) meetings. This communication helps parents and staff to work together in a genuine partnership to provide positive learning environments for each child.
- Learning within the context of warm relationships is powerful. Our keyperson system enables children to feel secure and valued within the nursery environment, young children need responsive and consistent relationships. We believe that this security gives children the confidence to explore and learn. Parents know that the keyperson is their first point of contact, however they also know that they are welcome to approach any member of staff with a query or a concern. We work to create genuine time to talk with parents and have regular dialogue about their child.
- Sharing children's progress with parents is done on a regular basis, this means that there is a shared understanding of a child's individual learning and development. Meetings are held to celebrate children's efforts and achievements as documented in their nursery learning journals. Parental contributions to learning journals are highly valued, they enable us to gather a more holistic picture of a child's development.
- We work in partnership with parents to support a positive home learning environment which plays the major role in the child's learning. We want parents to see their fundamental role as first and foremost educators and provide information that will help parents understand more about this stage in their child's development. Workshops are held on the Early Years Foundation Stage within the context of our nursery and their child. A range of parenting courses are facilitated at the Centre to offer support and strategies. When parents are confident in their role they are able to have the greatest potential to increase educational and social outcomes.
- Every effort is made to understand and surmount barriers to parental involvement. Staff have the skills and expertise to support the most vulnerable families to improve outcomes for children. Partnership working with other agencies is strong.

Linked Documents:
Information Sharing and Confidentiality Policy

Signed: 

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