

PARENT PARTNERSHIP

At Wingate Childcare we believe that parents and staff need to work together in a close partnership in order for children to receive the quality of care and early learning to meet their individual needs. We welcome parents as partners and support a two-way sharing of information that helps establish trust and understanding. We are committed to supporting parents in an open and sensitive manner to include them as an integral part of the care and early learning team within the childcare.

The key person system supports engagement with all parents and will use strategies to ensure that all parents can contribute to their child's learning and development. Parents are encouraged to support and share information about their children's learning and development at home.

Our policy is to:

- Recognise and support parents as their child's first and most important educators and to welcome them into the life of the childcare
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child
- Welcome all parents into the childcare at any time and provide an area where parents can speak confidentially with us as required
- Welcome nursing mothers. The childcare will make available a private area whenever needed to offer space and privacy to nursing mothers
- Ensure childcare documentation and communications are provided in different formats to suit each parent's needs.
- Ensure that all parents are aware of the childcare's policies and procedures. Policies are on the website and can be accessed on request from the office.
- Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children
- Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as open days, parents' evenings and a parents' forum
- Inform parents about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through regular newsletter, handover chats and Family system communication.
- Operate a key person system to enable parents to establish a close working relationship with a named practitioner and to support two-way information sharing about each child's individual needs both in childcare and at home. Parents are given the name of the key person of their child and their role when the child starts
- Inform parents on a regular basis about their child's progress and involve them in shared record keeping.
- Actively encourage parents to contribute to children's learning through sharing observations, interests and experiences from home. This may be verbally or sharing photographs.
- Consider and discuss all suggestions from parents concerning the care and early learning of their child and childcare operation

- Inform all parents of the systems for registering queries, compliments, complaints or suggestions, and to check that these systems are understood by parents
- Make sure all parents have access to our written complaint's procedure
- Share information about the Early Years Foundation Stage, young children's learning in the childcare, how parents can further support learning at home and where they can access further information
- Provide a written contract between the parent(s) and the childcare regarding conditions of acceptance and arrangements for payment
- Respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so
- Inform parents how the childcare supports children with special educational needs and disabilities
- Find out the needs and expectations of parents. We will do this through regular feedback via questionnaires, comment slips and communication. We will evaluate any responses and publish these for parents with an action plan to inform future, policy and staff development.

Reviewed by Hannah Hedley	Review date 18 th January 2023
---------------------------	---