

Sticky Fish pre-school.

Working in partnership with parents policy.

We know that as a parent, you know your child best. Therefore, we value being able to work in partnership with you so that we can share the information that will help in your child's development. Through sharing ideas about your child's current interests and needs, everyone can work together to support them in their learning journey. We also encourage parents to become involved in the pre-school in any way that they feel able. Some ideas are listed below.

We believe that by working in partnership with parents, we will create an atmosphere of trust where information and skills are shared for the benefit of the child. By using various means of communication we endeavour to create a community where every family is accepted and encouraged to become part of our community. Every family will be assigned a keyperson who will work closely to build a respectful relationship and be the main contact within the setting.

In order to build a positive relationship with parents we will:

- Encourage parents to pay an initial visit to the setting with their child in order to get a feel for the setting and meet staff.
- Ensure that any written forms of communication are as parent friendly as possible, in a family's home language where appropriate or spending time to ensure that all parents understand the content.

Parent meetings are held throughout the year, giving a variety of times in order to be as inclusive as possible to all parents.

- Every day will be an "open day" for any prospective or enquiring parent/carers.
- Work with parents to settle the child when they first attend Sticky Fish.
- Ensure that parents understand we operate an open door policy for them.
- Listen to parents and follow up with them appropriately.
- Use a variety of communication methods to ensure that all parents feel supported and included. These include:

Initial information in the welcome pack and ongoing, regular newsletters (via email where possible).

"All About Me" booklets shared with parents, requesting information about their child. These will help staff to familiarise themselves with their key child.

Staff being available for informal chats at the beginning and end of the session.

Parent meetings will be a minimum of 3 times a year, and will aim to give all parents ample opportunity to meet with and talk to the key worker/manager/staff and to view their child at play, and to see learning journals.

A parent rota will be adopted each term. This will be flexible, taking into account varying parental skills, and differing times to suit all families.

Outings and food shares where staff and families share a more informal time.

Emails sent to parents when appropriate.

Notices displayed on the entrance doors.

Parent notice boards in the entrance and within the hall.

- In addition parents are actively encouraged to participate in the children's learning and development by:

Having the children's learning journals available for parents to look at and contribute to, without compromising confidentiality.

Sharing ideas and activities from their children's interests.

Parent/carer helpers are actively encouraged to participate in the daily routine of the setting in order to see the setting and staff 'in action'.

Having a parent liaison officer.

Volunteering as a 'secret reader'.

Sharing their skills and interests with children and staff.

Becoming a fundraising volunteer.

Encourage parents to participate in other activities that are arranged within Sticky Fish

For children whose home language is not English, we will incorporate the child's home language in the play and learning environment (for example, books, songs, script around the setting) as far as is practicably possible. Small groups will provide a base from which English language opportunities will be available in order to support the child's development in the English language and reach a good standard by the end of the EYFS. Assessments of the child's communication, language and literacy skills will be made in English. Where a child does not appear to have a good grasp of the English language, we will endeavour to discover what the child's skills in the home language are and, working with parents/carers in this, determine whether there is any cause for concern about language delay.

Date agreed: September 2017

Review date: September 2018

Signed: E. Tomlinson

Position: Pre-school Manager