**Parents and Carers as Partners Policy**

**Aim**

Here at Juice Nursery we aim to work in partnership with parents, developing relationships with them, based on trust and respect, with a two-way flow of communication to help ensure that we meet their individuals child’s needs, and achieve the best possible outcomes for all.

**Implementation**

* We welcome and value all our parents and children
* We recognise the important role of parents and the expertise that parents and staff working together bring to enhance a child’s learning
* We have a variety of clear systems in place to encourage an ongoing dialogue between staff and parents:
	+ informal/formal conversations at the beginning/end of the day
	+ during the settling in period
	+ the use of Daily Diaires
	+ through EYlog, an online platform used by staff to observe and assess the children in their care, which can be accessed by parents
	+ E-newsletters, Blogs, Facebook, Twitter and Instagram posts
* Confidentiality and privacy is upheld
* To make sure information is accessible to parents, e.g. ensuring that information is available in a variety of formats and that parents with EAL are supported as needed
* We provide information (and information about the EYFS curriculum) in a range of ways and variety of formats e.g. on our noticeboards, through online communications, Parents Evenings, Stay & Play Sessions, 6 week review meetings for new joiners
* Before the children start, we obtain relevant admission forms and ensure that paperwork is completed and that going forward that information is kept up to date
* We provide parents with information prior to their child starting with us, through our Welcome Pack, which includes an overview of the EYFS, and also details signposting them to our policies and procedures, which are available in hard copy from the office, as well as key policies being accessible to parents online via the ‘ParentZone’ on our website.
* Prior to admission we arrange a number of gradual sessions for the child to visit for the child to attend, initially with their parents, before attending for short periods of time on their own. We develop relationships with parents through our induction/settling in period.
* We ask parents to complete an ‘All About Me’ sheet to provide information about the child and their family
* We operate a Key Person approach to establish close relationships with the parent and child, talking openly with parents to meet the needs of the child (see Settling In policy) and to pass on information about home, new interests or share concerns
* We actively seek parental contributions to the assessment process, including contributions to the child’s learning journey, which we capture via Feedback from Home sheets, which help staff to build up a picture of what the child is learning
* We report progress and children’s achievements throughout their time with us.
* Once a year we have a formal parent meeting to talk about the child’s progress and together discuss the child’s needs and learning priorities (March for children in Pink, Purple, Blue and Orange Rooms and June for children in the Green Room)
* By working closely with parents, we can identify and support those children who have specific needs or those who are disadvantaged. If a child is recognised as needing additional support in the setting, parents are consulted throughout the process
* We seek to enhance parents’ understanding of teaching and learning in the Early Years by inviting parents to attend relevant workshops, such as Phonics, to support the continuity and progression of children’s learning between the setting and home
* We organise ad hoc events and Family Fun Days, which are open to all the families within the nursery and also encourage parents to visit the nursery to share with the children more on their job, or a particular skill or hobby that they might have e.g. we have historically had parents who are doctors, dentists and police officers visit the children to talk about their jobs, and also parents visiting to talk to the children about holidays and festivals that they celebrate such as Chinese New Year and Diwali.
* We actively seek parental views and feedback, for example through questionnaires and have a formal policy that we follow if a parent’s wishes to raise a concern or complaint.