

## **PIXIES PARTNERSHIP WITH PARENTS POLICY**

This document is produced for staff working with the children at Pixies, and is a point of reference for families and others visiting the setting. Within this document 'staff' refers to all persons directly involved in the care of children at this setting, irrespective of their employment status, and includes students, trainees and volunteers.

**It is part of the general ethos of Pixies that parents are partners within the development of their child. Parents will be listened to as experts on their own children.**

**Pixies values the unique insight that parents can provide into their children's learning and acknowledges that learning begins and continues in the home environment.**

**Working in close partnership with parents we are able to nurture the needs of the individual child and their family. We seek to ensure that all relevant policies are effective and easy to read by parents. All our policies are available on request and we are able to support parents, by providing translation where possible and appropriate. All staff should make every effort to welcome parents and their families into the setting.**

To meet these aims Pixies staff should:-

- Invite parents and their children to visit the setting and introduce them to all staff prior to starting.
- Give all new parents an initial session where they can meet with appropriate staff, complete any paperwork and address any questions and/or concerns.
- Ensure that a reasonable settling in period has been arranged between both key person and parent.
- Ensure parents are aware of the curriculum and activities of the setting and that their input is welcomed.
- Involve parents in record keeping about their child, discussing with them the child's progress and/or any problems encountered
- Give parents opportunities to contribute to the activities of the setting, through their own knowledge and experiences
- Invite all parents to attend open evenings and other social events as and when they occur.
- Recognise that parents and carers are the most important influence in a child's life and that setting will be more effective when parental partnership is present.
- Deal with parents concerns sensitively, sympathetically and non-judgementally. Any matters of complaint should be referred to the officer-in-charge or senior staff member present.

The setting will regularly seek parental views on a range of topics through questionnaires, surveys and verbal discussion. Feedback is valued, and responses are seriously considered and appropriate action taken. We are committed to the highest possible level of Partnership and are always open to new suggestions on how we can improve. Parents are welcomed into the setting at mutually convenient times to learn more about their children's progress and to celebrate their successes. There are numerous opportunities throughout the year (both formal and informal) to meet together and get to know each other. Meetings are arranged at a variety of different times to enable as many parents as possible to attend.

### **The EYFS and our curriculum**

At Pixies we believe that children benefit most from early years care and education when parents and the setting work together in partnership, we aim to involve the parents in all aspects of their children's time with us. On a daily basis we take photographs of what the children have been experiencing, write on the communication board about our outings and activities and we ask parents to arrive at least 10 minutes before the end of their child's session so that we can chat about the day's events. At Pixies we work within the EYFS framework and our planning and the curriculum are always available for parents to look at.

It is widely recognised that children learn best through play and to illustrate what the children have been learning through the day we write up the areas of development they have explored through the activities that they have enjoyed.

As a brief example let's take **hand-painting**;

if we look at Physical development a child would be painting their hand then positioning it on the paper and applying pressure, thus controlling their movements and developing their hand-eye coordination. Within Mathematical Development a child would be investigating the shapes they can make with their hand, counting their fingers and the number of handprints they have made and working out what space they have used and have left. Learning within Expressive Arts and Design would consist of the children thinking about what they want to make, the processes that are involved and the materials they might need. This is a very broad example, and the activity would be pitched within the ages and stages of development of your child. For example if we were to take Mathematical development for a younger child we would be encouraging the child to begin to use the language of size, this activity for an older child would aid their counting skills, shape recognition, pattern familiarity.

An example of **climbing and playing in the park**;

this supports the child's Personal, Social and Emotional Development as they take turns on the apparatus and playing alongside their friends. Their Physical Development in using their fine and gross motor skills to climb on the apparatus, balance, run, jump, skip and their finer movements to hold and grip. The child's Mathematical Development by counting the number of times they go up and down the apparatus, counting the amount of sandcastles they make, the shapes they can make in the sand, running around, making large movements.

To enhance the children's enjoyment and to offer challenging experiences we vary the resources on offer (small world, puzzles, building blocks etc) alongside old favourites and offer a wide range of activities. It is really important and interesting to us to learn of a child's likes and dislikes at home, we can help extend and develop their interests. We encourage parents to tell us about special events occurring in the family so that we can talk to the child about them and welcome parents telling us about their child's interests at home. This information sharing not only gives the children the chance to talk about a subject they know about and is of interest to them but it also strengthens the home - setting bond for the child. We are happy to lend books and resources for parents to explore with their child at home. At Pixies we are very excited about different cultures and traditions, the staff come from various backgrounds and we take great delight in sharing special events and times of year with the children. As far as we are able, we will work in harmony with family values, practices and wishes.

### **Information sharing**

Through our Policies and Contracts both the families and the setting are aware of expectations and responsibilities of both parties. If parents feel that we could improve our policies or that they do not reflect their needs appropriately we would very much welcome their thoughts. Any new information, change in law or amended policies will be communicated to parents through email or paper copies.. Prompt action is taken on any concerns raised and a record of written compliments and complaints is maintained (see Pixies' Safeguarding Children Statement for more information). If a child is identified as being in need of additional support, we will, in collaboration with the parent, approach the appropriate supporting agencies.

Communication is at the heart of Pixies. When we welcome a new family to the setting we like to be sure that we can share openly any concerns or questions that may arise. We welcome questions, feedback and discussions of any kind that affect a positive outcome for the child. Sensitive issues should be discussed with either the child's Key person, the Deputy Manager or Manager as appropriate. These conversations should be conducted with discretion and never in front of other families or the children. Should a parent need to speak with a member of staff about a sensitive issue, we would request that an appointment is made to meet with the staff in question at a quieter time of the day. Parents are invited to share and comment on their child's progress report and file on a regular basis. We hold parents' evenings where families are welcome to look at the children's various developments and masterpieces or just spend time with them in the setting, seeing and experiencing what they do whilst they are with us.

**Last updated: Feb 2014**

THIS IS A WORKING DOCUMENT SO PLEASE SIGN AND DATE IT WHEN YOU HAVE REFERRED TO IT