

KLOISTERS KINDERGARTEN

Safeguarding and Welfare Requirement: Information and records PARENTS AS PARTNERS POLICY

Aim

It is the Kindergarten's aim to support and enhance the development of the children, and to respect, understand and value the contribution parent's make towards their child's learning. To provide support, guidance and encouragement to parents as educators.

Objectives

We recognise that parents/carers are the most important people in a young child's life. The Kindergarten aims to work in close partnership with parent/carers as we believe that a child's progress is dependent upon a good rapport between both parties.

Right from the initial visit with your child, we aim to create a good relationship based on mutual trust, with support and encouragement which continues right throughout the child's stay with us.

To provide parents with information about the Kindergarten before their child starts. Then to work with parents in building up a profile of the child's development and needs, once the child attends Kindergarten.

Some parents are less well represented in early years: these include fathers, parents who live apart from their children, but who still play a part in their lives, as well as working parents. In carrying out the following procedures, we will ensure that all parents/carers are included.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents, as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also include same sex parents, as well as foster parents.

The Children-Act (1989) defines *parental responsibility* as '*all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property*'.

Operating Policy

Before a child start at the Kindergarten, parents will be invited to bring their child to a Kindergarten session during which the children can play, giving the parents time to ask questions and for them to complete a "Nice to meet you" form. This will enable us to find out as much as possible about the child, their needs and any support the parent/carer may need prior to the child starting at the kindergarten.

Parents are informed about the policies and practices of the kindergarten and where these can be found. Also, details of our curriculum and Ofsted Report, as well as other useful information relating to the Kindergarten.

During the 'settling period' when a child starts Kindergarten a member of staff will talk to the parents about their child, about whether they have any comforters, any special words they use, about their likes and dislikes, this information will help the staff to settle your child, and could be useful when completing their Individual Learning Plan. Any special needs, health problems etc will be noted at this time. The duration of the 'settling in period' will be flexible and will continue until the child feels happy and secure in the Kindergarten setting.

Parents will have access to information regarding the curriculum activities and events through discussions with staff and written information placed on the parent's notice board, and the notice board will be updated on a regular basis. We also encourage parents to share their skills and expertise, where appropriate, to enhance what we teach the children.

Parents/carers and staff are also encouraged to add fantastic learning experiences to the Kloisters "PINTEREST" page access via : www.pinterest.com & our closed facebook page

We provide a wide range/type of activities and experiences which incorporates the routines within the setting.

Parents/carers can access more information for example, via the DfE Website.

We also use a text and email notification service in case any operational emergency should arise. Also, if an afterschool service is cancelled for any reason e.g. football, ballet classes. Our newsletters will also be emailed to reduce the impact on the environment.

Fundamental British values are at the heart of our parents as partners policy. As a setting, we support the decisions that parents and children make and openly encourage the development of enquiring minds in an atmosphere where all are valued.

Procedures

- . We have the means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents that live apart from their children.
- . We make every effort to accommodate parents who have a disability or impairment.
- . We consult with all parents to find out what works best for them.
- . We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- . We inform all parents on how the setting is run and its policies through access to written information, including our Safeguarding Children and Child protection policy, Complaints policy and our responsibilities under the Prevent Duty, and through regular informal communication. We check that parents understand the information that is given to them.
- . Information about a child and his or her family is kept confidential within our setting. We provide all parents/carers with a privacy notice that details how and why we process their and their child's personal information. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm. Or where there are concerns regarding child's development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child. Reference is made to our Information Sharing Policy on seeking consent for disclosure.
- . We seek specific parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- . We inform all parents on a regular basis about their children's progress.
- . We involve parents in the shared record keeping about their children (Learning Stories) – either formally or informally – and ensure parents have access to their children's written developmental records and learning stories. These 2Simple records are sent via email every 2 weeks.
- . We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- . We welcome the contributions of parent's, in whatever form these may take and we seek parent's views regarding changes in the delivery of our service.
- . We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaint's procedure.
- . We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

Planning, recording and assessment

Staff will complete Developmental profiles and observations on each child and will be available to discuss these with parents if necessary. Such reports will be used to provide advice for parents to support learning at home.

All observation/assessment records are now recorded on a digital 2Simple programme and every two weeks these records are sent direct to the parents/carers by email as their record of the individual learning journey their child has made whilst in our care.

A Prize Giving will be held once a year for all pre-school children leaving to go to school. This is a time for their parents/carers to celebrate their achievements.

Progress Check at Age 2

As part of the Early Years Foundation Stage (EYFS) we supply the parents/carers with a short written summary of their child's development in the three prime learning and development areas of the EYFS: Personal, Social and Emotional Development; Physical Development; and Communication and Language; when the child is aged between 24 – 36 months.

This Progress Check has been introduced to enable earlier identification of development needs so that additional support can be put into place.

This document can also be used to inform the Health Visitor when parents/carers attend the 2 ½ year Health Check.

Resources

The Kindergarten provides an enormous amount of resources for the children, they are chosen to give the children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society.

Materials will be selected to help children to develop their self-respect and to respect other people.

Festivals

Our aim is to show respectful awareness of all the major events in the lives of the children and their families within the Kindergarten, and in our society as a whole, and to welcome the diversity of backgrounds from which they come.

Behaviour Management

The Kindergartens philosophy is firmly based upon a profound respect for each other, both staff and children. The routine is structured in such a way to create a feeling of security, so that children can feel happy and ready to learn.

Good behaviour is actively praised and children are helped to understand right from wrong by simple explanations, using relevant situations that are meaningful to them.

Parents are made aware of the policies/procedures of the setting on viewing the kindergarten as well as shown where they are if they wish to look at any such policy.

If there are any major changes to policy/procedure that the parent/carer needs to be made aware of, it will be noted in our Kindergarten's Newsletter.

Policy links – *Safeguarding Policies, Confidentiality Policy, Equal Opportunities Policy, Childcare contracts/fees, Behaviour Policy & Physical restrictive intervention policy, SEN Policy, Working in Partnership with other Agencies, Information Sharing Policy, Children's Records, Sun Protection Policy, Supervision of Children on Outings and Visits Policy, Admissions Policy, Arrivals and Departures Policy, First Aid and Accident Policies, Safe Sleep Policy, Complaints Policy*

This policy was amended by	Kloisters Kindergarten	(name of provider)
Reviewed on	Amended 25/09/19	(date)
Date to be reviewed	05/2021	(date)
Signed on behalf of the provider		
Name of signatory	Mrs N Bromley	
Role of signatory (e.g. chair, director or owner)	Bursar	

