

## **PARENTS AND CARERS AS PARTNERS**

At Roundabout Pre-School, we believe that parents and staff need to work together in a close partnership 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 openly and sensitively to include them as an integral part of the care and early learning team within the pre-school.

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 contribute to initial assessments of children's starting points on entry, and they are kept well informed about their children's progress. Parents are encouraged to support and share information about their children's learning and development at home. The key person system ensures all practitioners use effective, targeted strategies and interventions to support learning that match most children's individual needs.

Our policy is to:

- Recognise and support parents as their child's first and most important educators, and welcome them into the life of the pre-school.
- Generate confidence and encourage parents to trust their instincts and judgment regarding their own child.
- Welcome all parents into the setting at any time and provide an area where parents can speak confidentially with us as required.
- Ensure that all parents are aware of Roundabout's policies and procedures. Our full policy documents are available to parents at all times in the pre-school, and selected policies on the pre-school website.
- Maintain regular contact with parents to help us 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 regularly distributed newsletters/ social media.
- 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 setting

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, sharing photographs or in written form on Tapestry.
- Agree the best communication method with parents e.g. email, face-to-face, telephone and share information about the child's day, e.g. food eaten, activities.
- Consider and discuss all suggestions from parents concerning the care and early learning of their child.
- Provide opportunities and support for all parents to contribute their own skills, knowledge and interests to the activities in the setting including signposting to relevant services, agencies and training opportunities.
- 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 complaints procedure.
- Provide a written contract between the parent(s) and the pre-school 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 Roundabout Pre-School supports children with special educational needs and disabilities.

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