



Dorking Nursery School and Children's Centre

PARTNERSHIP WITH PARENTS' POLICY

The Centre aims to provide a welcoming, caring, positive environment in which all our children and their families can be involved. Parents are valued as members of our team, which includes governors, students, professionals, volunteers and staff working together. (The term parent is used hereafter, but should be taken to include guardians and carers).

Aims

- To build on the foundations for learning already laid down by parents
- To continue to work in partnership with parents through their association with the Centre and, where possible, from before their child is born until the child transfers to primary school
- To develop mutual understanding and respect between home and Centre
- To ensure the safeguarding of all our children is of the highest priority
- To have shared responsibility for the child's welfare and education
- To have a better understanding of each child by drawing on parents' detailed knowledge of their children
- To build continuity of experience for the child, and ensure that the provision made reflects and values their cultural and linguistic background as well as their intellectual and emotional needs
- To recognise that the home generally affords a rich natural context for all aspects of young children's development
- To invest in the process of parental involvement to enable the partnership to flourish and thus benefit the child
- To actively seek the views of parents enable us to provide services which meet the needs of our community and of individual parents.

Home/Centre partnership

We welcome parents to all our groups and build up a partnership with parents at our Children's Centre which will continue into the nurseries if their child transfers there. We strive to develop good links with parents who may not live with their children, and also to promote the involvement of fathers in their children's activities.

We are keen to build good relationships with the parents who attend our courses run at the centre and value their participation and contributions.

Introduction to the nursery and settling in process

See 'Settling in' policy

In the Nurseries

Informal contact with parents occurs daily at the beginning and end of each session, with parents invited to make a specific appointment with their child's key person or the Headteacher if they have a particular issue to discuss which requires more time or privacy.

We work closely with parents to plan for each individual child. The key person will meet with the parents at least twice a year to share observations of the child at home and at nursery, and to discuss and agree areas of focus/development for their child. We send out a parent's feedback questionnaire at the end of the autumn term and the summer term to provide areas for improvement.

Parents of children with special educational needs have as a minimum, a termly review meeting with staff (see SEN policy), but are encouraged to be in regular contact with the nursery through the daily home/school link books and by telephone if they do not bring their child to nursery themselves.

If a parent does not live with the child but has parental rights, we will make every effort to ensure they receive all letters and relevant information from the nursery. Key persons will arrange either a meeting with both parents or a separate meeting whichever is most appropriate.

During the year we aim to provide workshops for parents on relevant issues - particularly if parents have expressed an interest in a particular area e.g. this may include discussions on behaviour, the Early Years Foundation Stage, Communication and Language etc. We may also target parents for courses on offer in the Children's Centre.

In the Nurseries, Key Workers use Tapestry - an online system, to share frequent photographs of each child participating in activities at nursery and also examples of their work. Parents are encouraged to share photos from home.

Key Workers will also refer parents to the activities in the Children's Centre, through courses, leaflets and other information.

Children's Centre Groups

At all Centre groups we are keen to seek the views of the parents and have feedback forms available. We undertake an annual consultation of the parents' views and aim to gain as many of these as possible. We have parent representatives on the centre's advisory board.

Parent Helper Guidelines

We value the help parents are able to offer the Centre, whether it is to work with the children or help us in some other way. Parents who help in the classroom are never left to supervise children on their own, but we require all regular parent helpers and other volunteers to have a DBS check. The Parent Helper Guidelines are appended to this document, for detailed guidelines.

Transition from 2-3s to 3-5s

Both Nurseries work closely together to provide a smooth transition from 2-3s to 3-5s and parents are included in all the processes which include information sessions and open afternoon visits.

Transition to next school

We aim to forge strong and consistent links with the local schools, both to smooth the children's transition and to provide parents with information regarding local primary schools. Prior to transition, we write a report on each child's development in the seven areas of learning, which we give to the parents and send onto their new school.

Parental grievance

We always aim to address any concerns parents have as soon as possible. However, if a parent continues to have a concern, we have a complaints procedure in place which details the steps that need to be taken and provides contact details for Surrey County Council and Ofsted. A copy of the complaints procedure is available for parent to see in the file in the library at the West Street site and in the reception office at Goodwyns Road.

Approved by the Governing Body: September 2017

To be reviewed by: September 2020

Relevant for:-

Children's Centre: Yes	Nursery: Yes	Parents: Yes
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Appendix 1 - Parent Helper Guidelines

At Dorking Nursery School and Children's Centre we value any skill and help in the nursery that parents, grandparents, relatives and friends can offer. Once children are settled into the Nursery, parent helpers are welcome to assist with activities such as story reading, board games, cooking, sewing, using the computer etc. All regular helpers are subject to a full DBS check.

To ensure that these sessions run smoothly and are enjoyable and profitable for all, some guidelines have been drawn up following discussion between staff and parent helpers.

Guidelines

- Each activity will be explained to the parent helper by a member of staff so that the parent understands the practical organisation and the learning objectives.
- If parent helpers have to seek out and encourage children to participate in their activity, they must be aware of the need to be sensitive and not interrupt the play of children who are already working productively. If parents wish, a member of staff will collect children to participate in the activity for them.
- All parent helpers will be made aware of the Behaviour Policy in a meeting prior to starting work in the classroom.
- Parent helpers are not expected to deal with general discipline issues within the classroom, but are encouraged to inform a member of staff if they see inappropriate behaviour.
- Parent helpers do not change children, visit the bathroom, deal with injuries or give medication.
- Parent helpers must not lift the children.
- Parent helpers are asked to maintain complete confidentiality regarding anything they see or hear about children or the school whilst in the Nursery.

Parent helpers and their own children

To ensure that the children of the parent helpers within the classroom do not find the situation difficult a few simple guidelines have been agreed upon:-

- It is acceptable for the parent helper to allow their child first turn at their activity.
- Children may sit with their parent or have a cuddle for a while, but should be encouraged to move to another activity by either their parent or staff, to ensure that they still gain full use of the Nursery while their parent is in the classroom.
- If the child of a parent helper is behaving unacceptably in the Nursery a member of staff will deal with the situation, involving the parent if it is necessary.
- Due to Health and Safety considerations, we are unable to accommodate younger siblings when parents are helping in the classroom.