

Partnership with Parents Policy

Statement of intent

We believe that children benefit most from a Montessori early years education and care when parents and settings work together in partnership. Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We aim to provide a Montessori education to help each child reach their full potential, academically, spiritually, emotionally and physically. We also aim to support parents in their own continuing education and personal development.

We encourage close communication with parents and carers who have children attending the setting. We believe that parents and staff should work closely together to ensure the continuity between home and preschool and we welcome any relevant information, suggestions, or constructive criticism you care to provide.

Some parents are less well represented in the Early Years settings: 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 all parents are included. When we refer to 'parents' we mean both mothers and fathers: these included both natural and 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 includes same sex parents as well as parents. **NB. Reference to parent includes a child's main guardian/carer**

'Parental responsibility' is all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.

Aim

- To support parents as their children's first and most important educators.
- To involve parents in the life of the preschool and their children's education.
- To support parents in their own continuing education and personal development.

Method

In order to fulfil these aims:

- We encourage parents and carers to visit the setting before applying for a place for their child, and to make at least one settling in visit for their child, in the term before their child starts with us
- We provide each child and their family with a named key person, who acts as their first point of contact for any queries, concerns and discussions. We encourage our key person staff to take pride in their role.
- We are committed to an ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families;

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- We ask parents to complete an “All About Me” information sheet for their child, between the ages of 2 -3 years old, to provide us with details about their child’s likes and dislikes, abilities and requirements.
- Through access to written information and through regular informal communication (including verbal), we inform all parents about how the setting is run and its policies. We check to ensure parents understand the information which is given to them;
- We encourage and support parents to play an active part in the preschool
- We inform all parents on a regular basis about their children's progress using the online record keeping system and through regular meetings and communications.
- We involve parents in the shared record keeping about their children either formally or informally and ensure parents have access to their children's records
- We seek to share Information between Settings as directed by the Statutory Framework for the Early Years Foundation Stage (EYFS), where parents have advised us their child attends another setting.
- We hold twice yearly parent consultations
- Staff are always available to discuss a child’s welfare, whether on a daily or longer term basis. Parents will be informed of any particular difficulties noted at the preschool. If outside agencies need to be consulted, it is usually with the parent’s knowledge depending on the circumstances.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting
- We inform parents about relevant conferences, workshops and training;
- We provide information about opportunities for being involved in the preschool in ways which are accessible to parents with basic skills needs, or those for whom English is an additional language
- We hold meetings in venues which are accessible and appropriate for all
- We welcome the contributions of parents, in whatever form these may take;
- 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 complaints procedure.
- We provide opportunities for parents to learn about the preschool curriculum and about young children's learning, in the preschool and at home.
- We ensure a newsletter is sent out every term.
- We keep parents/carers informed of the aims and achievements of the preschool, how they are being met and how they will meet the needs of their children: the secure online record keeping and information system, letters and notices on notice

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boards / doors provide information relevant to parents on anything from infectious illnesses, to staff changes, to forthcoming events. Events have included the annual visit from the photographer, outings, sponsored events. wall displays, display books, photographs and video provide another insight into life in the preschool.

- We provide information on how the setting supports children with Special Needs and Disabilities through verbal communication, leaflets, the online record keeping system articles and sign post links on our website.
- We aim to give better understanding of parents/carers of the Montessori Method and its philosophy of teaching through specific informal evenings.
- We keep parents/carers advised of the planned development of the preschool.
- We keep parents advised of central and local government policy changes which directly affect Early Years practice by email or sign post links on our website.
- Parents are requested to respect the care, commitment and expertise of the staff that have to make informed professional judgements on the knowledge of the individual child and their parents will help their children if they are supportive of the preschool, become involved and interested, and show praise and encouragement to staff as well as children needs whilst in our care.

The following procedures and documentation in relation to this policy are:

Preschool Policies

- Concerns and Complaints from parents

In compliance with the Statutory Framework for the Early Years Foundation Stage- Section 3 Information and Records - the following documentation is in place:

- admissions policy
- complaints procedure
- record of complaints
- activities provided for children
- developmental records of children

Guidance:

- Records, policies and notification requirements of the Early Years Register - January 2013 No 120412

The Statutory Framework for the Early Years Foundation Stage 2017

- Section 2 - Assessment
- Section 3 – Safeguarding and Welfare Requirements

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