

**The Brislington Village Pre-school Ltd Parent Partnership Policy**

**Statement of Intent**

The Brislington Village Pre-school will welcome parent/carers and family members into the setting to contribute their skills, knowledge and interests with the children.

**Aim**

We will involve all parent/carers in shared record keeping either informally or formally to create a seamless, safe and secure environment for the children between their home and the setting.

**Methods**

Parents will be asked to complete a questionnaire once their child is settled into a pre-school routine, this will be self assessing our performance as all feedback is of value to us.

Parents are invited to come into the setting at any pre-arranged time to discuss their child’s progress and welfare. Parents can share and exchange knowledge with the staff about their child’s needs, activities, interests and progress. Parents are always welcome to come into the pre-school and help take part in the children’s activities.

The children’s learning journeys will be readily available.

Parent/carers can record anything they wish to share with the child’s key worker. This could be for example, an achievement, a special activity or family news. Staff will record anything that has happened during a session that is exceptional and inform parent/carer at the end of the session.

All parents will be informed of our complaints procedure and how to register queries, concerns and suggestions.

The Brislington Village Pre-school will raise parents/carers awareness of the Early Years curriculum and share ideas for supporting learning at home.

If the child has a childminder, the setting will obtain permission from the parents that will enable us to involve them in sharing and exchanging information.

**Role of the staff**

* To make parent/carers and children to feel welcome.
* To liaise with parent/carers in helping the children to settle in and play with other children.
* To share information that will inform planning and extend what the children can do and to plan for their Early Learning goals.
* To make sure parents receive information about their child and the pre-school.
* To comfort the child of they are hurt or upset and phone or talk to the parent/carers if necessary if they have any concerns about the child.
* To work with the parents and outside agencies such as Speech Therapists, Health Visitors, when required to help the child.
* To welcome contributions from parents that help enrich the experience of the children in the pre-school and help the staff to view each other in a positive way.
* To provide information on parent workshops or training events on how parent/carers can support their child in their school life.

Staff will make all parents aware of our pre-school policies and systems.

**Role of the parent**

* To inform the pre-school of any change of address or contact number.
* To inform the pre-school of any injury their child has sustained or any causes for concern.
* To ask the staff if they are unsure of anything.
* To share ideas for playing and learning.
* To endeavour to reinforce learning at home.
* To talk to their child’s key worker if home life changes.

Communication with parents/carers throughout the pre-school is facilitated by the following means:-

* The Brislington Village Pre-school prospectus
* The Brislington Village Pre-school newsletter
* An ‘open door’ policy – parents and carers can talk to staff at any time about their policies.
* A meeting with the key worker or Manager can be arranged at short notice.
* Variety of information – flyers and leaflets.
* Daily Noticeboard.
* Our policy documents, available to read or copy on request.
* The Brislington Village Pre-school Facebook page.
* Our website:- brislingtonvillagepreschool.co.uk
* Child’s assessment on entry and when they are leaving pre-school.
* Three parent’s mornings to inform parents/carers of their child’s progress during the year.

This policy was adopted on the 1st September 2015

Reviewed September 2018

This policy should be read in conjunction with our

Special Educational Needs and Disability policy

 Although under constant review, an overall review date has been set for **September 2019**