Safeguarding and welfare requirement: Information for parents

3.34 Each child must be assigned a key person. Their role is to help ensure that every child’s care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents and/or carers. They should also help families engage with more specialist support if appropriate.

**PARTNERSHIP WITH PARENTS**

As a team we are committed to working in partnership with parents and families of children who attend the group. We recognise that children benefit from early years education and care when parents and settings work together in partnership. This partnership is based on the belief that parents have specialist knowledge of their children and want the best for them. Combined with our expert knowledge and understanding of children at this particular stage of development, we can provide the best for each child.

We aim to create a warm and welcome environment for parents, where they feel they can talk freely with staff. There are always lots of displays, notices and leaflets to keep parents well informed about the work of the pre-school.

* We encourage and support parents to play an active part in the governance of the setting, however, we understand that families have commitments outside the group and recognise that the nature and degree of involvement will vary over time and between families. An invite is given out to all parents for our timetabled stay and play sessions. We welcome the contributions of parents and carers whatever form these may take.
* Before a child starts pre-school, parents are invited to a welcome meeting to complete our registration documents and they are given information about the aims, policies and procedures of the group.
* Home visits are offered to all families. This includes an opportunity to gain information from parents to help assess where the child is developmentally to help inform baseline assessments.
* A key person is allocated to each child to ensure their individual needs are met and to give support to parent and child during the settling-in period.
* Parents are kept informed about their child’s progress on a regular basis and the child’s online profile is available at all times for parents to look at and they are encouraged to add information about achievements at home.
* A progress check at age two is completed in conjunction with the child’s parent around the end of the first half term if this hasn’t already been done at another setting. A similar check for older children is completed when they join the setting.
* We operate an open door policy, staff are available at the beginning and end of the session to discuss parents’ queries, problems, complaints or suggestions. If staff are unable to assist parents, outside agencies can be contacted.
* A notice-board highlighting topics, items of interest and ways in which parents can contribute to their child’s learning is used to keep parents informed.
* Parent’s comments are welcomed and a questionnaire is given to them shortly before the child leaves to record their views.
* All parents will be invited to attend an open week to discuss their child's development during the Autumn and Summer term.
* Feedback from parents highlighting any problems or successful activities is discussed at staff meetings and appropriate action taken to change procedures if necessary. All parents have access to our written complaints procedure.
* The toy library is set up to help engage parents in their child's learning. It acts as a guide and a support for parents to be part of the home/school learning partnership.

This policy was signed on behalf of the preschool – T Pattison (Preschool Manager)