

PARTNERSHIP WITH PARENTS & CARERS

This Policy defines the setting's ethos in establishing a working partnership with parents or guardians that ensures that the needs of the children, both as individuals and as a group, are met.

In developing a policy for Working in Partnership with Parents and Carers the management of the setting fully understands and respects those parents or guardians have primary responsibility for their children, which necessarily includes their development and education. This policy is designed to build upon these fundamental principles:

1. It is the policy at Lily's Kids Klub to work in close co-ordination with each child's parents or guardians in an atmosphere of open dialogue and mutual collaboration with respect to the child's needs, wants and values. This will soundly contribute to the following key objectives:
 - 1.1 To ensure that the individual developmental and learning needs of the child are met.
 - 1.2 To better understand, and to contribute positively to, the cultures and values of the child's family and community. Setting Management has established the following procedures to assist in these objectives:
2. Setting Management has established the following procedures to assist in these objectives:
 - 2.1 *Information for Parents and Carers* - a Prospectus has been prepared which summarises the setting's activities, operations, policies and practices. This includes written Terms & Conditions for placement of a child in the setting, and clearly states what is on offer, and what is not negotiable. A transcript of the Prospectus is documented
 - 2.2 *"Parents in Partnership" Agreement and Information Pack* - prior to the child joining the setting a "Parents in Partnership" Agreement and Information Pack is sent to the parent or guardian. This Pack is designed to supplement the Prospectus and contains the following:
 - a) Consent Forms for medication, taking the child on outings and trips, and for photographing the child during setting activities. The parent or guardian is requested to sign these Forms and return them to the setting Manager.
 - b) *The Information Pack* is designed in a user-friendly way to provide the setting with the following information that ensures the setting is able to build up a better profile of the child and to better plan and provide the activities and interests for the child that meets the expectations of the parents or guardians:
 - the types of activities that most interest the child;
 - how and where the child likes to play;
 - any previous attendance at playgroups, toddler groups, etc;

- any friends or siblings currently at the setting, or who may be joining;
- favourite stories and books;
- favourite toys / playthings;
- favourite rhymes and songs, and ability and willingness to sing along;
- ability and willingness to draw with crayons, felt pens etc;
- ability to use building blocks, do jigsaws etc;
- ability to use scissors constructively;
- details of any pets at home, and their names.

2.3 *Feedback from Parents and Carers* - a procedure is in place for eliciting comments from parents or guardians with respect to the way the setting is run and the services provided to their children, and to make recommendations for appropriate improvements.

3. Parents or guardians are asked to openly discuss any special needs that a child may have, and agree on the best procedures for caring for the child. This will address language, cultural, religious, dietary and medicinal needs, allergies, phobias, disabilities and impairments. This is established at the outset before the child joins the setting, and reviewed regularly with parents or guardians. Mutual dialogue will ensure that the parent or guardian is fully aware of the services the setting can, and are able to, provide.
4. To maintain a continual interaction with parents or guardians, the latter are encouraged to visit the setting at any time to discuss their child's progress. The setting provides the following opportunities for on-going involvement with parents or guardians:
 - 4.1 Informal chats and discussions about the child's activities, interests, progress and the care provided at the beginning and end of each day when the children are dropped off / collected.
 - 4.2 Through a series of open days and evenings where the parents or guardians have the opportunity to look at examples of their child's work and discuss their interests and progress in a more relaxed atmosphere free from the immediate time constraints of a busy working day.
 - 4.3 By encouraging any parents or guardians who have special interests, hobbies or skills to visit the setting to show the children.
 - 4.4 By writing a quarterly newsletter about the setting, the children, their achievements, outings and trips, and any people making special visits to the setting.
5. Parents or guardians are actively enabled to spend some time with their children if they wish to do so. This may be particularly valuable during the initial settling-in phase after the child joins the setting.
6. A copy of the setting's Policies is kept on display at the setting for parents or guardians to consult at any time.
7. Parents or guardians are afforded access to the child's records at any time.

