

Partnership with Parents/Carers

Category: Early Years

Risk Management and Legal Implications

Failure to manage risk may impact on the delivery of Service objectives and the outcomes achieved by Service users. Education and Children’s Services aim to mitigate the implications by ongoing management and review of risk in all elements of work activity.

The production of this document is one way in which we aim to reduce our exposure to risk. By providing staff with information on good practice, making reference to other guidance that is available across the Council and providing clarity on how we should do things, we can ensure that the management of risk is intrinsic to what we do.

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Partnership with Parents/Carers

In our setting we recognise that working in partnership with parents/carers is of major value and importance in enabling it to provide a happy, caring and stable environment for children and their parents. We aim to form a good relationship with parents so that information regarding their children (be it developmental, social or health related) can be exchanged easily and comfortably by nursery staff and parents/carers.

“Parents/carers are the first and most influential educators of their children. It is important that staff across all early years settings recognise the interest and experiences children bring from home and use these as a starting point to extend learning”.
(CfE, Building the Curriculum 2)

The list below shows ways in which we will try to achieve a strong working partnership with parents:

- Senior staff are always available for discussion with parents. Arrangements can be made for more private discussions at agreed times.
- Information provided by parents/carers about their children will be kept confidential and treated on a strict need to know basis.
- Information regarding the children’s activities throughout the day is always available to parents/carers daily either by verbal communication or in the child’s own Personal Learning Journal.
- Parents/carers are encouraged to contribute to their child’s Personal Learning Journal.
- Weekly and daily plans will be on show in the nursery for parents/carers to view/read.
- Regular newsletters will be issued to keep parents/carers up to date with information about the nursery, e.g. nursery news, new developments or staff changes.
- If we have any concerns about a child’s wellbeing during the day, every effort will be made to contact the parents/carers or their emergency contact.
- When possible, to further encourage the children’s development, parents/carers will be asked to send in objects from home, e.g. photographs, old boxes and cartons, materials to support current interests and learning.
- Parents/carers are requested to keep us informed of any changes to personal circumstances which may influence a child, e.g., change of address, telephone number, doctor, emergency contact.
- Parents/carers are also requested to keep us informed of any circumstances which could influence a child’s emotional well-being, e.g., bereavement, separation or illness in the family.
- The child’s keyworker is involved with the child and family from entry to nursery and where possible, throughout their time in nursery.
- Regular contact times are planned for the parents/carers, child and keyworker throughout the year.
- Informal contact with the keyworker/parent happens daily.
- Parents/carers are welcome to stay and play with their child.
- Open sessions are held throughout the year.



- Formal Parent Chats are organised termly in order that parents/carers, children and staff can talk about the child's progress and next steps in learning.
- Parents/carers are encouraged to become involved in the general life of the nursery as well as special organised events such as; Summer Fun Day, Christmas Sing-a-longs.

"Parents and carers know and understand their child best. As the child's first educators, parents and carers are key partners in supporting their child's learning. As pedagogical leaders, it is essential that we develop positive relationships with parents and carers and work closely alongside them and value their contribution. Understanding the complexities, diversities and cultural differences of individual families and how this can impact each child is essential. The conversations we have with each family form the foundations of our relationships with them. During these conversations it is essential that we respect, understand and empathise to ensure our relationships are built on trust."
(Realising the Ambition – Being Me)

"We recognise that parents are the primary caregivers and influence in a child's life, and that a high-quality home learning environment is important for the child.

We know that the home learning environment continues to be the most influential for children. However, the expansion (of 1140) particularly when delivered alongside other family support, provides a real opportunity to strengthen the foundations of a child's early learning journey."

(A Blueprint for 2020: The Expansion of Early Learning & Childcare in Scotland)

"Family learning is a partnership approach which can lead to positive outcomes for both adults and children. It can be used as an early intervention and prevention approach which reaches the most disadvantaged communities. Family learning helps close the attainment gap through breaking inter-generational cycles of deprivation and low attainment. The effects of family learning are known to extend beyond the duration of the intervention and provide lasting impacts and improved outcomes (Family Learning Review, 2016)."
(Realising the Ambition – Being Me)

In our nursery, we promote family learning by offering a range of opportunities such as:

- Book Bug sessions
- Art & Craft activities
- Incredible Years
- Stay and Play sessions
- Family Fun Activities
- Breakfast with Book Bug
- Baby massage
- Baby Weening
- Dad's Together
- Adult\Cooking Group
- Bumps to baby Steps
- Cooking with Children



- PEEP Sessions

These family learning programmes change regularly in response to the needs and wishes of the parents and children.