PARTNERSHIP WITH FAMILIES POLICY

'Parent' also refers to carers/guardians

Partnership involves parents, families and practitioners working together to benefit children. Each recognises, respects and values what the other does and says. Partnership involves responsibility on both sides.

NCCA (2009): Aistear: the Early Childhood Curriculum Framework. Building partnerships between parents and practitioners. Page 7.

Statement of Intent

At Buttercup Pre-School, we promote the active participation of parents in the planning and development of our service. We encourage a close working relationship between staff and the parents of the children attending the service. We strive to create an environment that encourages parents to be actively involved. We recognise that it is in the best interest of the child that parents and childcare services work together in partnership to support children in early years care and education.

Procedures

Communicating with Parents

- Staff have daily informal contact at the beginning of the day and end of each day to discuss with parents their child's care and progress.
- Every child has a home/service book that is updated by their child's key worker, informing parents of children's well-being and activities. Parents are asked to update the home/service book with their child's care at home to facilitate shared communication between the parent and the key worker on a child's individual care.
- Parents are invited to discuss their children's needs, care, progress, interests, achievements and difficulties – both informally on a daily basis and formally at arranged meetings.
- Parents receive updated information about the pre-school service and events through the parents notice board located just inside entrance, via email and on the service's Facebook page.
- Parents are provided with a handbook giving details of the service in advance of the child entering the service.

Parents as Partners

- In the event of a child having specific learning needs, Individual Education Plan (IEP) will be planned and developed in consultation with parents and any professionals involved in the child's care and development
- Parents will be given regular information on the key policies and procedures of the service to ensure they are aware of the service systems and policies in place.
- Parents are welcome to visit the service at any time to see it in operation.
- Parents are invited to become involved in any decision making policy or any aspect of the service that affects their child.

- Parents will be given opportunities to contribute their own skills, knowledge and interests to the activities of the childcare service.
- An area will be available in the room where parents can discuss matters confidentially.
- The Notice Board and regular correspondence in the form of notes, texts emails or newsletters will be used to keep parents informed.
- A Parents Suggestion Box will be positioned inside entrance door.
- To make all families welcome and feel a sense of belonging, images and posters will be used to reflect the diversity of children and families.

References

This policy was drawn up to comply with the Childcare Act 1991 (Early Years Services) Regulations 2016 and with reference to Aistear-The Early Childhood Curriculum Framework (NCCA, 2009) and Síolta National Standards (2006)- particularly the following standards:-

Standard 2	Environments
Standard 3	Parents and Families
Standard 5	Interactions
Standard 6	Play
Standard 7	Curriculum
Standard 8	Planning and Evaluation
Standard 9	Health & Welfare
Standard 12	Communications
Standard14	Identity & Belonging
Standard 15	Legislation and Regulations

Barnardos (2006). Parental Involvement – A Handbook for Childcare Providers

Barnardos (2008). Supporting Quality Book 2. Enhancing Children's Learning &

Development. Author: Geraldine French