



Partnership with Parents

We recognise the role of the parents/carers in their child's development and education and we will work in partnership with them.

All parents/carers will receive information about the Nursery when they start with us. This will include details on the running of the Nursery, the staffing structure, our background, opening times and current fees. We will inform the parents of any significant changes to the running of the Nursery and its policies and procedures.

We communicate with and inform parents/carers through a variety of mediums - parent's evenings, newsletters, display boards, website etc.

As part of the registration paperwork we will ask consent for emergency first aid, authority to collect, photographs to be taken, medication, etc. Personal contact details will be kept on record. We will inform parents of any accidents that occur at Nursery.

Records are held in accordance with data protection policy, all information is treated sensitively and, when appropriate, confidentially.

Support and involvement

Parents are encouraged to be fully involved in their child's learning. This starts during settling in with the parent/carer completing an "all about me" form with their child's key person. We encourage parents to share with us any particular interests their child has or new skills they are developing which we can use in our planning. We welcome any parent who would be interested in contributing their skills, knowledge and interests to the activities in the Nursery.

We will work in agreement with parents on identified targets – this may include strategies for behaviour or Individual Education Plans (IEP).

We welcome feedback from parents on our organisation and provision we deliver. We will consider the comments and put into place any changes that may be needed due to this or use it for future plans.

Each child will have a named key person; the parent will be informed of who this will be at the start of settling in.

All staff will respect any religious or culture beliefs and family information shared with them by the child or their families.

Parents have an opportunity to be involved in Nursery – e.g. we offer parent social Evenings and daytime open sessions. We operate an open door policy which allows parents to spend time alongside their child in Nursery.

Regular parents meetings will be offered to enable the staff to discuss each child's individual progress.

EYFS

In Nursery we use the EYFS statutory framework as a base for our practice. We use a continuous cycle of observation, assessment and planning in our daily routine. We plan activities based upon the interests and development of the children considering how ideas can be extended or adapted to suit the needs of individuals. We will share with parents what is happening at Nursery and suggest activities that could also be tried at home.

Each child has their own learning diary. This is a collection of observations on the child as they engage in activities, photographs of this, and examples of artwork. We encourage parents and children to contribute towards this, which will give a balance of what they also do outside of Nursery.

Other professionals

We work in collaboration with local children centres, pre-schools and schools. This supports the continuity of care for the children if they are attending more than one setting or if a child is transitioning to a new setting in the area.

We work together with other professionals; the sharing of information allows us to be able to give the best support to the child attending Nursery and their families.

Individual plans will be developed to support any additional needs that are identified.

The Early Years Foundation Stage (EYFS) defines the legal requirements and standards for promoting the care, learning and development of children from birth to five years in Ofsted registered childcare provision. The EYFS requirements include:

The Learning and Development Requirements which shape the activities and experiences that childcare providers offer children.

The Assessment Requirements which detail how childcare providers monitor and plan for children's progress.

The Safeguarding and Welfare Requirements which ensure children are kept safe and have their welfare promoted.

Learning and Development Requirements

The Learning and Development Requirements include three prime areas - communication and language, physical development, and personal, social and emotional development - which are particularly crucial for children's learning and development and four specific areas — literacy, mathematics, understanding of the world and expressive arts and design — through which the prime areas are strengthened. The areas are connected, with learning and development in each area contributing towards that of the others.

Assessment Requirements

In order to identify and plan for children's successful learning and development, childcare providers observe children throughout the day to identify their interests, how they learn, and their progress in each area of learning and development. In addition, two progress reviews must be carried out for each child and shared with their parents — the progress check at age two, which is a summary of a child's development in the prime areas of learning when they are aged between two and three years, and the Early Years Foundation Stage Profile, which provides a review of your child's progress as they come to the end of the EYFS.

Safeguarding and Welfare Requirements

The Safeguarding and Welfare Requirements cover ten areas which relate to the safety and well-being of children — child protection; suitable people; staff qualifications, training, support and skills; key person; staff:child ratios; health; managing behaviour; safety and suitability of premises, environment and equipment; special educational needs; and information and records. Each area is supported by specific requirements and guidance to direct providers' policies, procedures and practices.

Policies and procedures

Policies and procedures help to provide a good quality provision by giving clear information to staff and parents on what the provision wants to achieve and how this is put into practice. The Early Years Foundation Stage requires that providers must have written copies of certain policies and procedures.