



Working in Partnership with Families

At Twiggs Lane Pre-School we believe that children benefit most from early year's education and care when families and settings work together in partnership.

Our aim is to support the child's family as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We understand that children may be cared for by members of the extended family primarily with working parents/carers.

Therefore, we will ensure to meet the needs of the child's family by working in partnership with them. We also aim to support parent/carers in their own continuing education and personal development.

Some adults are less well represented in early year's settings; these can include fathers, parents who might be separated, but still play an important part in their lives, as well as working parents. In carrying out the following procedures, we will ensure everyone is included.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as stepparents and parents who do not live with their children but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster parents.

The Children Act 1989 states that parental responsibility is "*all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.*"

Procedures

- We have a means to ensure all families are included
- We consult with all families to find out what works best for them.
- We ensure on-going communication with families to improve our knowledge of the needs of their children and to support their families.
- We inform all families about how the setting is run and its policies through access to written information and through regular informal communication. We also inform parents/carers via e-mail. We check to ensure parents/carers understand the information that is given to them.
- We encourage and support parents/carers to play an active part in the management of the setting.
- We inform all parents/carers on a regular basis about their children's progress.
- We involve parents/carers in the shared record keeping about their children - either formally or informally
- We provide opportunities for parents/carers to contribute their own skills, knowledge, and interests to the activities of the setting. By inviting them into the setting, to come and have a play and share their interests with the children.
- Parents/carers are invited to join as a director of the pre-school or to become part of the fundraising team and have fun; this is a good opportunity to meet others.
- We consult with parents/carers about the times of meetings to avoid excluding anyone.



- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of families in whatever form these may take.
- We inform all families of the systems for registering queries, complaints or suggestions and check to ensure these are understood. Everyone can have access to our written complaint's procedure.
- We provide opportunities for families to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home. Partnership with families is very important for both parties; especially where the child's learning is involved as they can be so different in different environments

Review date: July 2026

Signed Manager: *R Copland*