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## Parents as partners policy

At Marlborough House we believe that children benefit most from early years education and care when parents and settings work together in partnership.

We aim to support parents 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.

Parents are the first educators of their young children. The aim of our group is to:

- ⌚ support them in all ways and work to form a bond between all parties.
- ⌚ make all new parents aware of the key workers systems and policies.
- ⌚ ensure that parents are kept informed on a regular basis about their child's progress.
- ⌚ ensure that all parents have opportunities to contribute from their own skills, knowledge and interests to the activities of the group., by offering a open invitation to join in with activities and can be arranged in the parent diary.
- ⌚ welcome the contributions of parents whatever form these may take.
- ⌚ make known to all parents the system for registering queries: complaints or suggestions.
- ⌚ provide opportunities for parents to learn about the pre-school curriculum and about young children's learning in pre-school and at home.
- ⌚ hold parent meetings in the autumn and spring term, and provide reports for each child at the end of the summer term.
- ⌚ inform all parents on a regular basis about their children's progress.

We are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.

We will inform all parents about how the setting is run, its policies and curriculum through communication and newsletters.

We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records.

If there are any concerns or anything they wish to discuss they can make an appointment to talk to us at any appropriate time.

We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.

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.

Reviewed 28<sup>th</sup> September 2012