



Parents as Partners

Parents are the first educators of their young children.

“What parents and carers do makes a real difference to young children’s development”. (EPPE, 2015)

“There are a range of activities that parents undertake with pre-school children which have a positive effect on their development”. (EPPE, 2015)

“For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education or income. What parents do is more important than who parents are”. (EPPE, 2015)

At Dandelions Pre-School and Out of School Club we aim to support parents in their essential role by:

- Involving parents in shared record keeping about their own child, both formally and informally, ensuring that parents have access to all written records of their own children. We inform parents of child’s progress on a weekly basis and encourage parents to respond to information given or inform us of any issues that arise. Home contact books are available if requested.
- Using an online learning portfolio called Tapestry. Tapestry allows us to upload photos, videos and observations of each child to their own personal secure folder. One of the advantages of this is that the child’s portfolio can be shared with parents and extended family. Tapestry provides an excellent opportunity for us to share information with families about the child’s learning, development and their time in Dandelions. Parents can also comment and add observations (see Dandelions Record Keeping Policy).
- Ensuring that parents are given information on a regular basis about their child's progress and have an opportunity to discuss it with staff.
- Ensuring that all parents have opportunities to contribute from their own skills, knowledge and interests to the activities of the group.
- Ensuring that all new parents are aware of the group's systems and policies
- Welcome the contributions of parents, whatever form these may take.
- Having termly one to one meetings with Keyworkers to discuss progress.
- Having regular newsletters to keep parents up to date with what is happening in the pre-school.

- Inviting families to join us on outings and visits and for special events.
- Talking to each parent/carer as they deliver and collect their child about what has been going on at home and in the pre-school.
- Being available to listen to parents concerns and give advice or make suggestions as to where help can be found where appropriate.
- Invite parents/guardians in to join the children and staff for a stay and play session once a week. The day of which will change every half-term.

References

DfES., 2015. *The Effective Provision of Pre-School Education (EPPE) Project: Final Report. A Longitudinal Study Funded by the DfES 1997-2004.* [online]. Available from: <http://eprints.ioe.ac.uk/5309/> [Accessed 21st November 2017].

The Foundation Stage Forum Ltd., 2017. *Tapestry Online Learning Journal* [online]. Available from: <https://tapestry.info/> [Accessed 13th November 2017].

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