

PARTNERSHIPS WITH PARENTS

This factsheet provides information about working in partnership with parents

APPLICABLE TO

Early Years Practitioners and Reception Class Staff

KEY POINTS

Parents and carers are the first and most enduring educators and it is important to recognise and respect parents/carers responsibility for their children.



Information regarding care and learning should be shared between parents and practitioners.

Sharing knowledge and understanding about individual children, supports childcare professionals to meet individual needs, and helps parents to value and respect the role of the professional.

Parents and carers include all significant adults in a child's life. This includes, fathers, mothers, partners, grandparents, other carers e.g. a foster carer.

WHAT DOES THIS MEAN FOR ME?

Ensure parents and carers know the identity of their child's key person.

Inform parents of their child's day and the progress their child is making. Think of ways of doing this if you do not see the parents on a daily basis.

Get to know the parents, carers, extended family and significant adults well. Research the cultural diversity of the families attending your setting.

Encourage parents and carers to become more involved in their child's learning. Consult with them about how this might be done.

Use a variety of methods to involve parents and carers from the very beginning e.g. home visits, open days, individual open chat sessions, Fathers' sessions and Grandparents' sessions.

Use a variety of methods to support transitions for children and families e.g. photographs, diaries, parents' boards, pictures and stories that reflect diversity.

Ensure settling-in procedures are warm, friendly and unhurried. This is a crucial time for establishing those first relationships with children and their parents/carers.

Involve parents and carers all along the way, e.g. induction, settling in, daily chats, parents' days/evenings, social events, information sessions, questionnaires, sharing of resources and invitations to sit on management committees where appropriate.

Consult with parents and carers about planned changes and developments to the setting.

Remain professional at all times, for example, be clear what the policies and procedures are in the setting; be assertive and polite; challenge appropriately when necessary.



CHALLENGES

How can you reach those parents and carers that you do not see on a regular basis?

How can you involve the parents and carers to understand the role you play in children's learning?

How do you inform and involve parents who have difficulties in communication and understanding or do not have English as their first language?

How do you manage your behaviour and feelings, when the values of parents and carers are different to your own?

REFERENCES

Department for Education, Schools and Families (2008) **Principles into Practice Cards** DfES Publications

http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/eyfs_cards_0001207.pdf

Department for Education **Statutory Framework for the Early Years Foundation Stage 2014** DfE publications <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

ADDITIONAL RESOURCES

Effective Provision of Pre-school Education (EPPE) 2004

Parents as Partners in Early learning (PPEL) 2008

Whalley, M. (2001) ***Involving parents in their children's learning.*** Paul Chapman Publications

RESOURCES

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