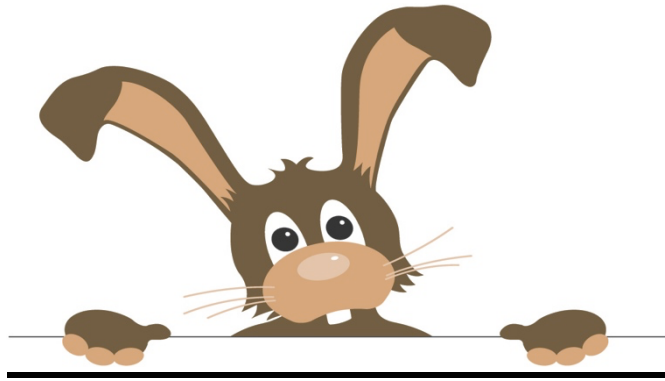




Communication & Working in Partnerships' Policy

Children thrive where there is a trusting and mutually supportive relationship between home and Pre-school. The quality of this partnership is crucial to a child's development and progress, which begins with parents as first educators. We support and develop this partnership with a 2-way flow of information, knowledge and expertise. We involve other provisions i.e., feeder schools, child-minders, other agencies and day care providers to enable the children to achieve their full potential. We value the importance of each parent's/carer's role in their child's learning and actively encourage parents to play an active role.

Bottesford Bunnies also works with outside agencies to maximise the services to the children and families of the local community.

We will:

- Ensure that all parents/carers of new children starting at Bottesford Bunnies are aware of information about the Early Years Foundation Stage (EYFS) DfE 2025, information will be passed to all new starter parents.
- The EYFS/Characteristics of Effective Learning (COEL) are discussed at our open weeks we hold 3 times per year to discuss children's progress. These meetings will be held virtually, when necessary.
- Offer a home/garden/doorstep visit prior to all children starting pre-school, where possible, when staffing allows, to spend time in getting to know the child and their interests and individual needs.
- Ensure that parent/carers are aware of the range and type of activities and experiences provided for children, behaviour systems in place e.g., happy face etc along with the daily routines of the setting in our pre-school booklet, give out to all new parents/carers. Regular newsletters also inform parents/carers of activities and experiences.
- Also ensure that parents and carers can share learning at home by involving them in shared record keeping about their child. Parents can add information on Parent zone to link to their child's learning journey and through chatter packs being sent home. This information will then be used to support the children further in their development. We use WOW stars, which offers special moments from home, to share with their peers and promotes self-esteem. Activities for the children to do with their parents, are posted weekly

on Parent zone, for example, matching activities, cutting activities or a shape hunt around the home to find objects of different shapes etc.

- We also hold regular gathering events for parents/carers to come into Pre-School towards the end of the session, to take part in themed activities. In the event of a pandemic, events will still take place without parents/carers.
- Ensure that Bottesford Bunnies supports any children with special educational needs and disabilities (SEND) through early identification, intervention. Our SEND policy outlines how this is delivered in more detail.
- Ensure that parents/carers are aware of food and drinks provided for children, along with allergens, by giving out a guidance letter, posting a food/ snack menu weekly in the notice board on the outside of the building and on Parentzone. An example of a menu is available on our website.
- We ensure we work with those children who are ready for toilet training, we will offer tailored advice and guidance to parents, as well as seeking advice from other services, if needed.
- Ensure that all policies and procedures are available at all times to be read on the Bunnies website, paper copies can be requested. These include our Safeguarding, Non-collection of children and the lost child policies. When policies are reviewed and amended, these are updated on the Website Parents/carers must sign to say they have read and understood the parent friendly Safeguarding policy, when their child starts at the setting.
- Ensure that parents/carers are aware of the Educators in the setting, the name of Educators are in the setting's welcome booklet, on the website www.bottesfordbunnies.co.uk
- Allocate a key person to each child, before they start attending. The child's key person will be the main point of contact for parents/carers and they will provide feedback on a regular basis, through open weeks and by being available to help with any queries that the parent/carer may have. Any concerns can be raised with the child's key person at any time. If the parent/carers feel they cannot talk to the child's key person, they may prefer to speak to the Director/Manager, Deputy Manager or another educator. If parents/carers feel unable to talk to any educator or the Deputy Manager then the parent/carer can talk to the Director /Manager(Clare)
- Also allocate a second key person/buddy for each child, as soon as possible in the event their first (primary) key person is absent from the setting.
- Ensure that parents/carers know the phone numbers available to contact in an emergency and that these are up to date.
- Encourage all parents/carers to play an active part in pre-school life e.g., attending trips/outings, parents/carers open weeks, fundraising, gathering events etc but not in the event of a pandemic.
- Operate an 'open door' policy that encourages and welcomes parents/carers to visit at any time, subject to Covid restrictions..
- Invite parents/carers into the Pre-School every term to our open week, where they have an opportunity to talk with their key person about how their child is progressing in their learning and development, open weeks will be held virtually if necessary. Educators will conduct the Statutory 2-year progress check with parents/carers for those children under the age of 3 years once starting points have been collated. This will be an integrated check with the health visitor for those children under 2 years 4 months old. Again, these

meetings will take place virtually, in the event of a pandemic. If the child attends two settings, we will discuss which setting will complete this.

- Where parents are unable to attend these open weeks, these will be carried out virtually or by telephone about their child's progress.
- Consult and inform parents/carers at all times. This may be done through newsletters, posters, notice boards, open events, questionnaires, emails and verbally.
- Keep absent parents informed by for example emailing newsletters, letters (separated families policy)
- Termly summaries and the child's next steps are sent to other settings and childminders (if consent is given)
- Invite parents/family members to be our 'Mystery Reader' by surprising their child, the mystery reader can be done virtually, if necessary. Children love having their family, friends and relatives visit Pre-School to share in our learning by reading a favourite story aloud to the children. Readers may bring a favourite children's book or choose a book from our library.

Feedback from parents/carers is essential for continuous improvement.

The setting undertakes regular questionnaires, which are given to all parents/carers to evaluate our practice, provision and quality of care and education provided. These questionnaires are followed up giving feedback to parents/carers, regarding their comments and suggestions via our regular newsletters.

References to other policies

- Acceptable Internet Use Policy
- Admissions Policy
- British Values Policy
- Complaints Policy
- Confidentiality Policy
- Equality of Opportunities Policy
- Food and Drink Policy
- General Data Protection Regulations Policy
- Health, Safety, Welfare and Hygiene Policy
- Image Use Policy
- Non-collection of Children Policy
- Payment and Collection of fees policy
- Positive Behaviour Policy
- Safeguarding Policy & Procedures
- Settling in /Transition Policy
- Special Education Needs and Disabilities Policy
- Staffing & Employment
- **Supporting Children with Medical conditions Policy**
- Unexpected Closure of Pre-School Policy
- Visits and Outings Policy

Policy Review

- This policy will be reviewed annually
- Any complaints regarding this policy should be dealt with via the current complaints procedure

This policy is also in line with EYFS (DfE 2025)

Reviewed:	January 2011/ September 2012
Reviewed by:	Clare Williams (Owner)
Amended:	September 2011
Next Review Due Date:	September 2012
Reviewed	September 2012 Updated 18.09.12 Updated 03.10.12, Updated 08.04.13
Next review due	September 2013 Signature:
Updated	November 2013
Reviewed and Updated by	Owner/Manager/Staff December 2014
Next Review Date:	December 2015
Reviewed and updated:	February 2016 by Owner, Manager, Deputy and staff
Updated	June 2016
Next Review Date:	February 2017
Reviewed and Updated:	November 2016 by Owner, Manager, Deputy & staff
Next Review Date:	November 2017
Reviewed and updated:	October 2017 by Owner, Manager, Deputy and staff
Next Review date:	October 2018
Reviewed and updated	September 2018 by Owner, Manager, Deputy and staff
Next review date	September 2019
Updated by Owner	September 18 th 2019 shared with Manager's, Deputy And staff at meeting Monday 23 rd September
Reviewed and updated	December 2019 by Owner, Manager's, Deputy and Staff.
Next review date	December 2020
Reviewed and updated by	Director, Managers, Deputy and practitioners at staff meeting 4 th May 2021
Next review date	May 2022
Deputy Manager name changed	June 8 th 2021 by Clare Williams Director
Reviewed and updated by.	Director, Manager, Deputies and practitioners at staff Meeting 3 rd May 2022
Next staff meeting	May 2023
Reviewed and updated by.	Director, Manager, Deputies and Educators at team meeting 29 th March 2023
Next review date	March 2024
Updated	February 11 th , 2024, re changes to EYFS
Reviewed and updated by	Director, Manager, Deputies and Educators at team meeting 26 th March 2024
Next review date	March 2025.
Updated (removed any reference to the app or Manager)	- 05.12. 2024 by Director CW.
Reviewed and updated by	Director, Room Lead, Deputy Room Lead and educators at team meeting May 14 th , 2025
Next review	May 2026

Reviewed and Updated by Director/Manager. Deputy Manager and educators at team meeting July 8th, 2026
Next review July 2027