

48: Partnership with Parents and Carers

Superkids recognises that parents/carers play a fundamental role in a child's development. Superkids therefore encourages and facilitates the involvement of parents/carers in every aspect – from planning to ongoing development and growth.

The team is committed to working in partnership with parent/carers to provide high quality, safe and stimulating learning experiences for their children and to ensure that parents/carers have the opportunity to participate as partners in the care and education of their children.

Superkids aims to achieve this by:

- Ensuring that parents/carers are made to feel welcome and valued at all times.
- Ensuring that parents/carers are welcome to visit at any time.
- Ensuring that staff consult with parents/carers when planning and implementing policies.
- Offering parents/carers opportunities to contribute to and participate in children's learning journey, planning, festivals and all events.
- Creating opportunities that will encourage parents/carers to work with their children alongside staff – this also involves sensitive observational assessment – based on the EYFS principles.
- Ensuring that parents/carers have the opportunity to review their child's progress on a regular basis with the key person and have access to their child's records unless it is subject to investigation by the police or other statutory agencies.
- Providing parents with regular information about activities undertaken by the children, for example, through wall displays and other examples of work.
- Ensuring that parents/carers are informed of the setting's policies, procedures, guidelines and expectations.
- Ensuring that there are regular opportunities for parents/carers to meet with staff and discuss their child's progress and any problems that they might be encountering.
- Ensuring that any complaints from parents/carers are dealt with swiftly and effectively in accordance with the provisions of the Compliments and Complaints policy.
- Providing all parents, a copy of our Club Handbook which outlines how the club operates and includes contact details. We also give parents a copy of our Behaviour Management policy and, for EYFS children, information about the role of their child's key person
- Notifying the parents of their child's key person when they start at the Club.
- Making all of our policies and procedures readily available at the Club for parents to consult.
- Keeping parents/carers up to date with any changes in the operation of the setting, such as news, events, staff changes, alterations to the opening times, changes to fees etc through regular newsletters and emails.
- Providing translations of our key policies and documents for parents who are non-English speakers, where possible.

- Using a communication book to share information between the parents, school and the Club (for EYFS children or when a specific need is identified).
- Encouraging parents/carers to help in the running of the setting, where appropriate.

We actively welcome parents and invite their input into the Club in the following ways:

- We collect information from parents which will help their child to settle at the club (via the Registration and Medical forms and, for EYFS children, the All About Me booklet).
- We involve parents in settling their children in at the Club (in accordance with our Settling in policy).
- We consult fully with parents to establish the care requirements for children with additional needs.
- We greet all parents when they arrive to collect their children, and exchange any relevant information (e.g. any accidents, participation in today's activities, etc).
- We can be contacted at all times, even out of Club hours, via telephone and email (see our Club Handbook for contact information).
- Providing parents/carers with formal and, if necessary, confidential means to comment on the work of the setting. This will include an annual satisfaction survey to gain regular feedback.
- Encouraging parents/carers to undertake supportive roles in the setting, such as volunteering or participating in activities, visits or outings.
- All of our staff wear name badges / uniforms so that children and parents can easily identify them.
- We obtain parental permission for outings, photographs, applying sun cream, etc.
- We can arrange for parental discussions with staff outside of Club hours if necessary.
- We respect parents' input and opinions by responding promptly and appropriately to any complaints, in line with our Complaints policy. Compliments and Complaints policy will be displayed at all times.

Parent Pledge

A pledge to parents/carers outlining what they can expect from Superkids will be given to every parent/carer when their child starts at the setting. A copy will also be posted up on the Superkids premises

Our Commitment:

Superkids is committed to meeting the needs of parents and carers by:

Listening and responding to their views and concerns.

Keeping them informed of our policies and procedures, including opening times, fees and charges, and programmes of activities.

Sharing and discussing their child's achievements, experiences, progress and friendships, along with any difficulties that may arise.

Superkids is committed to providing:

Care and activities that put the needs and safety of children first.

A programme of activities that is interesting, educational, stimulating and fun.
Activities that promote each child's social, physical, moral and intellectual development.

Access to a variety of facilities and equipment under safe and supervised conditions.

A staff team that is experienced, well trained and properly supported.

Services that meet the conditions of the Childcare Act 2006 and all other relevant childcare legislation, wherever they apply.

An environment where no child is bullied or suffers discrimination in any form.

The policy was adopted by: Superkids Club Ltd	Date: 15.04.2020
To be reviewed: April 2021	Signed: Jo Murray & Jessica Baker

ritten in accordance with the Statutory Framework for the Early Years Foundation Stage (2017): Learning and Development Requirements [1.1 and Footnote 5, p7]; Areas of Learning and Development [1.10]; Safeguarding and Welfare Requirements [3.27]; Before/after school care and holiday provision [3.40].