



The Early Years Centre Nursery Partnership with Parents Policy

2024 - 25

Date last reviewed | June 2024

Review period | Annually

Lead Reviewer(s) | Nursery Manager



***“Empowering today,
for a limitless tomorrow.”***



**Limitless
Learning**



**Limitless
Solutions**



**Limitless
Possibilities**

1. Introduction

Research strongly indicates that consistent parental support over time can have a significant impact on student achievement. Professor John Hattie, Auckland University, New Zealand, conducted a 15-year analysis (published 2008) of 50,000 studies involving 83 million students to see what worked in education.

- He found a combination of parental encouragement and high parental expectations were the critical elements in parenting support.
- The effect of ‘Parent Engagement’ over a student’s school career amounted to adding the equivalent of an extra two to three years education to the student.

2. Aims and Objectives

Based on this convincing data, the WEK Nursery is committed to:

- Recognise that parents are central to the learning and teaching process
- Establish a team-based approach for the child’s learning and development
- Establish and maintain an effective system for regular two-way information sharing between home and school
- Promote communications during drop-offs, pick-ups and via Seesaw
- Provide information, tips and resources on parenting and supporting learning



- Inform parents of the curriculum, learning programme and approach in advance in order that they can discuss these with the Nursery Team and support where necessary
- Facilitate engagement opportunities at home by providing information, resources and guidance
- Provide a number of contact and consultation opportunities during the year, for teachers and parents to discuss children developmental concern and how parents can support learning
- Provide parents with regular information via newsletters, workshops, and parent teacher meetings, etc.

3. Meeting the Needs of Parents

The WEK Nursery caters for busy parents by providing an extended day. Parents can focus on their work, confident in the knowledge that their children are receiving the highest quality care and education with trained staff, including a key person who knows and cares for their individual child. For parents who prefer a shorter Nursery week for their child, a two- and three-day option is part of the offering.

In addition, children with a 12.30pm pick-up time, who have a sibling at in FS1 or FS2, receive a 1-hour grace period to match the 1.30pm pick up time of the higher year group.

4. Sharing of Information

Weekly newsletters, parental consultations and records of their child's engagements via Seesaw, ensures that parents are fully informed about their child's learning and know how their child is progressing in all areas.

Handover time is planned at the start and end of each day. Over the first six weeks of a child joining the Nursery, the Nursery team will provide notes on the child's intimate care moments of the day.

Families of children using the bus service both ways, will be contacted monthly to receive an update about the child's learning and development.

5. Participating in Workshops/Engagements/Celebrations

Families receive at least one termly opportunity to attend an engagement activity/parent workshop. These may include: learning activities, celebration days, movement activities, storytelling, craft activities, sharing of festivals, etc. End of year celebrations include: sharing of children's experiences, songs, or events, such as a 'teddy bears picnic'.



Parents will be invited to an information session for the transition from the Nursery to FS1 ('Moving on to FS1').

To acknowledge children's birthdays, the Nursery Team will carry out a birthday routine to highlight the special occasion and give the child a 'moment to shine'. These routines take place with the children's peers, parents are not invited but are encouraged to organise celebrations outside of the Nursery.

6. Parental Engagement

We encourage parents to engage in their children's learning on a daily basis by simply talking about, sharing, and encouraging learning at home in their own way and style.

Examples of suggested home-learning activities	
Set up a dressing up/role play area e.g. hairdresser. Adults and children join in the play.	Make a collage.
Go for a sensory walk. Collect items to make an interest table.	Make pasta jewellery.
Make a birthday card and a gift rather than going to the shop.	Read a story together (or listen to English stories online)
Bake a cake.	Make a paper hat.
Play with the toys in the bath.	Float objects in water.
Sing a song with actions.	Make a junk model.