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**Improving quality**

**for children**

A quality improvement tool   
for early years provision

**Section 6**

**Partnership with parents:**

Facilitating partnerships for learning

|  |  |
| --- | --- |
| **Name of setting** |  |
| **Date:** |  |

****Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

**(Early Years Foundation Stage 2017, p5)**

* A starting point for all assessment should acknowledge that parents know their children best. They are their child’s first and most enduring educators, with in-depth knowledge of their child’s, physical, emotional and language development over time.   
  **(A know how guide. The progress check at age 2, 2012)**
* Parents and carers should be kept up-to-date with their child’s progress and development. Practitioners should address any learning and development needs in partnership with parents and carers, and any relevant professionals.  
  **(Early Years Foundation Stage 2017 2.2)**
* The purpose of this booklet is to help parents find out more about how their child is learning and developing during their first five years, in relation to the EYFS.   
  (**What to expect, when Feb 16)**

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| **Partnership with parents: facilitating partnerships for learning**   * **Developing a learning culture** * **Collaborating beyond the setting** | | | |
|  | **Key Statement** | **How do you know?  What is your evidence** | **Met**  **Y/P/N** |
| 1 | Key person and parents plan arrangements for settling their child into setting. |  |  |
| 2 | Parents are partners in children’s learning and contribute to initial assessments of their child’s starting points on entry and are kept well informed about their progress. |  |  |
| 3 | A variety of methods are used to gain the views of parents on the quality of information they receive about their child’s progress and the process by which that information is shared. |  |  |
| 4 | Key person and parents have frequent and confidential times to talk about the child’s progress, what they understand, know and can do and have the potential to achieve. |  |  |
| 5 | Parents have a variety of ways to become involved on a regular basis. |  |  |
| 6 | Parents and staff work together to extend children’s experiences and understanding at home (including child’s voice and views). |  |  |
| 7 | The setting explains its approaches to supporting the play and learning of young children and practitioners act as advocates for learning through play. Information about the current government legislation care and learning is available at all times. |  |  |
| 8 | Parents are provided with Family Information Service (FIS) contact details, access information relating to early years care and education. |  |  |
| 9 | Setting promotes services delivered by children’s centres in the local area. |  |  |
| 10 | Displays inform parents about the diverse ways in which children engage in play across the curriculum and are updated regularly with current children’s photographs and are used to inform parents and carers about current developments. |  |  |
| 11 | Parents are invited to share artefacts and talk about their cultural festivals and ethnic background. |  |  |

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| 12 | Parents understand that learning is about exploration and discovery and not necessary a finished product. |  |  |
| 13 | Parents’ views are gained and evaluated  (eg questionnaires, feedback forms). |  |  |
| 14 | Parents are aware of information that is shared between all practitioners who work with a child, both within the setting and between settings. |  |  |
| 15 | Parents are encouraged to support and share information about their children’s learning and development at home. |  |  |
| 16 | Parents are involved in the preparation for points of transition when leaving the setting or moving between rooms for example. |  |  |

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| **Areas for development:** |

**Criteria for assessment**

Use the criteria below to assess the quality of your provision.

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| **Inadequate**  **Urgent actions for development** | | **Requires Improvement  Some actions for development** | | **Good**  **Few actions for improvement** | | **Outstanding  Continued development** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| No written contracts with parents | | Written contracts with parents not updated | | Regularly reviewed contracts with parents | | Annual parent evening to review contracts, share development, etc |
| Insufficient information sharing with parents and others | | Setting needs to improve and extend ways of sharing information with parents, eg, about their child’s development and other professionals where necessary | | A range of evidence to show effective partnership with parents and others | | Good information sharing with parents, allowing parent input and. Other professionals included where necessary |
| Parents discouraged from observing setting prior to child starting | | Some possibilities for parents to help settle in their children | | Parents are welcome in the setting to settle their child | | A plan for settling in the child is agreed with parents with flexibility depending on the parents’ or child’s needs |
| Parents are not involved in the setting | | Parents involved minimally in the setting | | Parents input is valued and they are invited to be involved in the setting | | A variety of opportunities for parents to be involved and feed into activities |
| Observation and planning not shared with parents | | Basic information and observations shared with parents | | Parents have daily feedback, receive observations and are regularly informed of child’s development and next steps | | Parents are involved in inputting into observation and planning and setting gives ideas for next steps at home |
| Interaction with parents unpleasant | | Interaction with parents minimal | | Good relationship and interactions with parents. Setting seeks feedback and acts on input where appropriate | | Parents and the key person or setting work together, relationships are excellent. Parents feel confident in suggesting changes, offering input knowing it will be taken seriously. |