Working in partnership with parents/carers and other agencies

Effective parent communication within Phoenix Early Learners is more than a courtesy, it is a foundation for trust, child development, and long-term success. From daily conversations to structured reports and regular feedback meetings, open communication helps children feel secure, parents stay informed, and the staff team deliver consistent care. At PEL communication is viewed as an important part of our partnership. When parents and early years professionals work together, children benefit emotionally, socially, and academically.

We believe that families are central in all services we provide for young children. They are involved in all aspects of their child's care and education; their views are actively sought in various ways.

We actively promote partnership with parents/carers and recognise the importance of working in partnership with other agencies to promote the well-being of children and their families. This includes signposting parents/carers to support as appropriate.

Objectives

- We believe that parents/carers are children's first and most enduring educators and we aim to involve and consult parents/carers on all aspects of their child's well-being.
- We consider parents/carers views and expectations and will give the opportunity to be involved in the following ways:
    - sharing information about their child's needs, likes, achievements and interests which support a child's well-being
    - settling in their child to an agreed process
    - taking part in children's activities and outings
    - contributing with ideas or resources as appropriate to enhance the curriculum
    - contributing to assessment with information, photos and stories that illustrate how their child is learning within the home environment, taking part in day-to-day family activities
- We aim to promote inclusivity, addressing language barriers, cultural differences, and varying work schedules with flexible communication options.

Families

- Parents/carers are made to feel welcome; they are greeted appropriately, and every effort is made to accommodate those who have a disability or impairment.
- The expectations we make on parents/carers are made clear at the point of registration/induction.

- There is sufficient opportunity for parents/carers to share necessary information with us and this is recorded and stored appropriately to protect confidentiality.
- We support parents/carers in their role as the child's first and most enduring educators.
- We regularly discuss with parents/carers their child's learning and development and share concerns if they arise.
- We work with parents/carers to carry out an agreed plan to support a child's special educational needs.
- We work with parents/carers to carry out any agreed tasks where a child protection plan is in place.
- As far as possible the service is provided in a flexible way to meet the needs of parents/carers without compromising the needs of children.
- Parents/carers are involved in regular assessments of their child's progress, including the progress check at age two.
- There are effective means for communicating with parents/carers on all relevant matters and our complaints procedure for parents/carers and other services is referred to when necessary.
- Information about a child and their family is kept confidential. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding their child's development that need to be shared with another agency. Parental permission will be sought unless there are reasons not to, to protect the safety of the child.
- Parental consent is sought to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.

How we will communicate with parents/carers

We will provide half termly newsletters and weekly updates which are emailed out to parents/carers. We use our Tapestry journal to provide parents/carers with observations taken during the day aligned with the EYFS so that you can see how your child is progressing. We hold Parents/Carers face to face meetings three times during the year, November, March and July, involving different age stages to which you will be appropriately invited. For quick and group messages we may also use WhatsApp or Message via the mobile telephone.

For quick updates by parents/carers or staff these may be communicated at the door. Where information is sensitive, confidential or related to serious incidents a room will be provided for private discussion (and for the latter a formal communication process will be undertaken).