

POLICIES & PROCEDURES

WORKING WITH PARENTS

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**Lower Covey Montessori Nursery
Chapel Lane
Yetminster
Sherborne
Dorset
DT9 6LJ**



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1. Admissions Procedure

1.1. Admissions Procedure

A prospectus is available to parents on request and can be either collected from the setting, posted or emailed to prospective parents. This booklet contains information on the setting, photographs and contact details.

We actively encourage parents to visit the setting while sessions are in progress so they can see how we operate and the interaction between the staff and the children. We recommend that parents make an appointment for these visits so they do not have an impact on the running of the setting.

We request that parents complete an enrolment form, on processing this, families are either placed on a waiting list or offered a place if there are vacancies in the setting. We do not charge for being on the waiting list; however there is a registration fee of £30.00 to reserve your sessions. If more than four weeks prior to the child's start date, a deposit of £100.00 will be required – this will be refunded after the child starts. We request that parents keep us informed if they take a place at another setting and no longer wish to remain on our list, in this case deposits are non-refundable.

Before admission we will require parents/carers to complete a comprehensive pack of documentation. This provides us with permission for events such as outings and the taking of photographs and detailed information on your child enabling us to provide continuity of care where possible, as well as meeting your child's individual needs.

On admission, it is our policy to offer two two-hour sessions free of charge to assist with the settling in of your child into the setting. **These sessions are only available once payment of enrolment fee has been received and need to be pre-arranged with Fiona Roberts or Thomas Guppy to ensure we are available to provide the additional support your child may require.**

See our [settling in policy](#) for more details.

All children are welcomed to attend our sessions and we make no discrimination. Children and families are all valued, regardless of their ethnicity, culture, religion, disability, sex, social and economic background, etc. We demonstrate a commitment to working with parents to provide an environment that is suitable for their child's individual needs, this includes supporting children in developing independent toileting, and we will not exclude children using nappies.

1.2. Settling-in

1.2.1. Policy Statement

We want children to feel safe, stimulated and happy in our setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well being and their role as active partners with the setting.



1.2.2. Aim

We aim to make our setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

1.2.3. Procedure

In order to help children settle comfortably in our setting we use the following procedure:

- Before your child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within our setting, information days and evenings and individual meetings with parents.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We may offer a home visit by the person who will be the child's key person, to ensure all relevant information about the child can be made known.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- Parents are advised to arrange times for a settling-in visit when the child is normally at their most content, ie not hungry or in need of a sleep. We recommend that parents stay with their child on the first settling in session; during this session we will advise you when to leave your child with their key person and join us for a coffee or chat away from them. Parents will be informed immediately if staff are unsuccessful at settling their child and other strategies will be tried.
- Children are encouraged to bring in a comfort object (clearly labelled with their name) if it will enable them to settle.
- Some children take longer to settle. This can be for a variety of reasons; maybe they have not been left before or have had an unhappy previous experience when parted from their main carers. The key person will work with the parents to try different settling techniques. These might include leaving items of clothing that smell of a main carer, photographs of their family, tapes of their family singing lullabies or talking in their home language etc.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.



- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from setting.

2. Complaints

2.1. Complaints

2.1.1. Policy Statement

Lower Covey Montessori Nursery encourages parents and carers to share any concerns they may have regarding the running of the setting as soon as a problem or issue arises. In this respect the setting believes that dealing with a complaint at an early stage is the best way to prevent a problem from escalating.

The setting would rather know about problems at an early stage so that it can investigate and put into place any necessary adjustments and improvements.

Parents should be aware of the complaints procedure and urged to use it in order to try and minimise concerns escalating before they are resolved.

2.1.2. The Aims of the Policy

The aims of this policy are:

- to set out the procedures to be used for making a complaint to the provision, either verbally or in writing,
- to establish the procedures to be followed by the provision when dealing with a complaint,
- to set out the procedures to be used when a complaint has been made directly to Ofsted about the provision.

2.1.3. Complaints Procedure

- All concerns and complaints will be dealt with courteously and promptly.
- Confidentiality of those concerned in the complaint (adults and children) will be maintained, with only those who 'need to know' being aware of their identity.
- Parents will be given a clear procedure as to how to complain which usually involves:
 - talking to the child's key person about their concern, or
 - talking to their manager if the concerns are about the key person, and agreeing a course of action.
- If no agreement can be made then the parent should put the complaint in writing to the provider who must then record the complaint and investigate it, keeping the parent informed. At all times the provider should seek to resolve the concern and agree a course of action with the parent.
- Written complaints must be investigated and the outcome reported back to the complainant within 28 days.
- Verbal complaints will also be considered and resolved promptly to reach a satisfactory outcome for both the complainant and the provision.
- The parent may wish to complain to Ofsted and providers should ensure that parents have the necessary information to do so.



- Any complaint received from Ofsted will be dealt with accordingly within the time-frame set by Ofsted and written records will be kept of all investigations and outcomes. Where appropriate the provider will agree the appropriate course of action with Ofsted.
- Written records of complaints must include the date of the complaint, how it was made, the details of the complaint itself, who the complainant was, the EYFS requirement to which it relates, how the complaint was dealt with and by whom, actions proposed or taken, whether the record has been shared with the complainant and when and they must be signed and dated by the staff member who completed the record.
- Parents or carers who do not use English as a first language will be provided with an appropriate version of the complaints procedure that they can understand.
- Parents or carers with sensory disabilities or special communication needs will be given the appropriate assistance to be able to understand the complaints procedure and register a complaint if they so wish.

2.1.4. Implementation

All staff are responsible for the implementation of this policy. Overall responsibility for ensuring the policy is implemented, monitored and reviewed rests with the manager of the setting.

2.1.5. Review

This policy will be reviewed annually.

2.1.6. Training

All new staff should be made aware of this policy on induction.

As any member of staff may receive a complaint, particularly a verbal one, all staff will be trained in the provision's complaints procedures and how to deal with parental concerns and complaints.

In addition, all staff should be given appropriate training in the skills and techniques necessary to implement the complaints procedure effectively for those who may have access issues.

2.2. Whistleblowing

2.2.1. Policy Statement

This policy is designed to provide guidance to all those who work with or within the setting who may from time to time feel that they need to raise certain issues relating to the setting with someone in confidence.

Staff who in good faith raise genuine concerns under this policy will not under any circumstances be subjected to any form of detriment or disadvantage as a result of having raised their concerns.



2.2.2. Procedure

This policy will apply in cases where staff genuinely and in good faith believe that, within the setting:

- a criminal offence has been committed, is being committed or is likely to be committed,
- a person has failed, is failing or is likely to fail to comply with any legal obligation to which he or she is subject,
- a miscarriage of justice has occurred, is occurring or is likely to occur,
- the health and safety of any individual has been, is being or is likely to be endangered,
- the environment has been, is being or is likely to be damaged,
- information tending to show any matter falling within any one of the preceding paragraphs has been, is being or is likely to be deliberately concealed.

There is no need for an employee to prove that the breach or failure that they are alleging has occurred or is likely to occur. A reasonable suspicion will suffice, ie where the employee reasonably believes that the information disclosed is substantially true. Employees should, however, note that they are not entitled to make a disclosure if in so doing they commit a criminal offence.

Staff should be aware that the policy will apply where a disclosure is made in good faith and where they reasonably believe that the information disclosed and any allegation contained in it are substantially true. If any disclosure is made in bad faith (for instance, in order to cause disruption within the setting), or concerns information which staff do not substantially believe is true, or indeed if the disclosure is made for personal gain, then such a disclosure may constitute a disciplinary offence.

3. Partnership Working

3.1. Parents as Partners

It is very important for your child that we work in partnership. This will give your child continuity of care and he or she will not become confused with different standards of behaviour and boundaries.

As parents you are the central adults in your child's life and the ones making decisions on their behalf. We will endeavour to work closely with you in order to carry out your wishes for your child wherever we can. It is therefore important that we have an excellent communication system. We appreciate that as a working parent you will be in a rush to go to work in the mornings and in the evenings you may well be tired and need to go as quickly as possible, so we like to use a parent–nursery contact book for daily communications. We will complete a page each day that will include what your child has eaten, naps, activities, milestones achieved, etc. We would request that you use this book to note down if your child has had a disturbed sleep, is not feeling well or any other piece of information that will help us to provide him or her with the best care we can. Each child is allocated a key person and they will be



available for you to speak to on a daily basis, to exchange information and to discuss any concerns or issues.

We are always happy to discuss your child and their care with you at any time that is convenient to us both, whether in person or over the phone. We would also appreciate it if you could inform us if there are any changes to your contact numbers, including work and mobile numbers and those of your emergency contacts.

As your child grows and develops, issues will crop up that are very important for us to discuss in order that we can work together and your wishes can be incorporated into the care routine for your child. These could include weaning, potty training, managing behaviour, starting school, etc.

If you wish us to incorporate a special activity into our routine — perhaps a festival or religious holiday that you celebrate then please let us know.

If we have any concerns about your child's behaviour, development, eating, etc we will share them with you and if necessary work with you to seek support from outside agencies.

If your child is already involved with other support agencies, eg Portage, please let us know. With your permission we may be able to work directly with these organisations to provide a more comprehensive service for your child.

If you have any concerns or issues regarding the care we are providing for your child please discuss this with us. Often a concern is a simple misunderstanding that can easily be resolved; if un-aided it can fester and become a major issue.

We welcome input into our nursery from parents. Please discuss with the manager or your child's key person if you would like to help within the setting. This might include working as a volunteer, assisting with outings, providing specialist information or skills, helping with writing of policies and procedures, and providing feedback.

We are very much looking forward to working in partnership with you to care for your child.

3.2. Transition

As an Ofsted-registered nursery adhering to the Early Years Foundation Stage Curriculum, we are very aware of the need to support both children and their families during the transition to another setting. This could be a child leaving the nursery to attend another setting, moving areas or start school.

We will discuss any transitions with parents in advance and plan how we can support their child to make the change. This may involve reading books about starting school, visiting the school, talking with them and listening to their concerns. We can link activities to the transition and offer emotional support when needed. We can also help them to develop personal care skills so they can be independent in the new setting, eg putting on their own clothes/shoes, going to the toilet unaided, etc.

We are happy to work with other settings, with your permission, to help smooth the transition for your child. Your child's Key Person can sometimes be made available to take your child on visits to help them to become familiar with the new setting.



We will provide parents with a transition form including development records on their child and a leaving profile that can then be shared with the new setting. This will aid continuity of care and support for the child.

If you have any concerns regarding this policy please contact us.

3.3. Working with Other Settings

As an Ofsted-registered nursery adhering to the Early Years Foundation Stage, we will work with other settings that your child attends, eg pre-school, childminders, etc, to ensure that your child benefits from our joint approach.

We will, with your permission, discuss with the other setting what activities they are currently planning for your child and link this into our own practice where possible. This will extend his or her understanding and learning. We will make available the Learning Journey and development records that we complete on your child to the other setting if required and ask to see theirs on a regular basis. This will enable us to work as a team and provide real continuity for your child's development.

If you have any concerns regarding this policy please contact us.