

# Parental Partnerships

---

2 Little Birds DTR limited incorporates both 2 Little Preschool and Childcare and Hutton Preschool. We believe that parents and carers are the most important people in children's lives. You are the people who know them the best and you know what you would like for them from a setting. It is important to build a firm foundation and a good relationship with important adults in your children's lives, to ensure we get to know them (almost) as well as you and that we can help them to be secure, happy and ready to thrive. We are excited to get to know you, your child and your family life. We are looking forward to a long and exciting relationship, which will ensure that your child's journey with us is as fulfilling as possible.

NB. When referring to parents, we are including all carers and the terms are interchangeable. When referring to the provision this includes both settings.

## The Provision

The provision operates a child-led, in the moment, planning ethos and as such adults in the setting are well equipped to ensure that activities taking place are relevant, inspiring and exciting in the eyes of the children. In addition to this there will be more 'structured planned' activities that children are encouraged to participate in. Children have continued access to a large garden and are actively encouraged to investigate and participate in all that is available. We will always make it our aim to support children to become independent, problem solving resilient learners, preparing them for the further educational journey.

## Admissions and Fees

We do not have a set admissions criteria and welcome all children from aged 2 years. Fees are payable one month in advance and one month's notice is required if the child leaves us. A list of fees is available on request. We accept funded hours for both 2 and 3/4 year olds. We accept 30 hours funded and parents need to provide us with a copy of their code and a copy of their child's birth certificate along with their NI number, prior to the child starting with us. Failure to provide the necessary information to claim funding will result in parents being charged for their child's sessions. There are some small additional add-ons that require payment, and this can be found on the fees list.

## Taking the Indoors Out (Learning Outside the Classroom - LOTC)

We believe that connecting with nature supports children's wellbeing. In addition to this, most children enjoy the freedom of open space and experiencing such things as the wind in their hair or the rain on their face. Much learning can be gained from understanding about the world around you, and in fact this is a specific area of learning for Early Years. At both of our settings we cannot emphasise enough the importance we place on allowing children the freedom to be outside. This is a key principle of the owners and staff, and children will always be given access to the outside, unless it is extreme weather. We request that children have a

pair of 'wellies' for outside and have a different pair of shoes / slipper socks for inside. For more information on our outside learning ethos please see the LOTC policy (available on request).

Furthermore, the inside will also always be open. We know every child is unique and therefore will not deny children the right to choose where their learning takes place.

## **Settling**

When your child joins either of our settings we will discuss each individual child with their parents and as such will build a suitable transition and settling plan, designed to best help your child settling quickly and confidently into their new surroundings. Children who join us at the start of a term will be given a settling date and a start date which will be staggered with other new starters to ensure that staff can give each child as much time to settle as required.

If children join us part way through the year, they will be offered similar but their start dates will not be as staggered.

You know your child best and we are happy to work with you to ensure that they are happy and settled in pre-school and will make a plan together to ensure this happens.

## **Activities and the Daily Routine**

When children arrive for their session, the door will be opened, and children are encouraged to enter independently and to self-register using their own special registration card.

We plan in the moment (PITM) this is a way of planning observing and assessing that we feel fits well with our ethos and this cycle will be explained to you at your children's induction. Children are given long periods of uninterrupted play during which times practitioners will interact, engage and support children, whilst observing and extending pupils through 'teachable moments'.

We have snack at around 10am and 2pm. This is a communal snack where the children are encouraged to be independent and sit together, choosing what they would like to eat and are given opportunities to chat to friends and to try new foods.

We have planned circle times activities in each session, and these mostly focus on phase 1 letters and sounds (phonics) in a fun child friendly way. These are adult led and we call these sessions "if you're 3 come play with me". This is then followed by a second session later on in the school year "if you're four do a little bit more". Each session ends with tidy up time, singing and stories.

We respectfully ask that parents do not request early pick ups, as the interruption of staff having to open the door causes disruption to our end of session routines and can be upsetting for children, as they don't always understand why their parents are not at the door. If parents

do need to collect early we ask that this is only done in exceptional circumstances, is prearranged and is between 3pm and 3.05pm. After 3.05 the doorbell will be switched off and the door will not be answered.

## **Polite Notice**

We ask that all parents are considerate and respectful to our neighbours during drop off and pick times.

## **Uniform**

The settings have a non-compulsory uniform. This is available to order from us, it comprises of round neck t-shirts and sweatshirts. We do recommend that children wear suitable clothing that you are happy to get dirty, as they will be outside and are likely to get muddy. We request that children have a pair of 'wellies' for the garden and indoor shoes. We are happy for children to wear non-slip slipper socks inside. In addition to this, we request that children have appropriate outdoor wear at all times, this includes coat, hat and scarf in the winter and sun hat, sun screen in the summer, supporting our ethos of being an official "sunsafe" school.

## **Healthy Eating**

It is policy for both settings to provide all drinks and meals, including snacks. Lunch is currently charged at £4.00 per day and we ask parents for a snack contribution each week. This money helps to cover the cost of not only snack but cooking ingredients and various other consumables such as shaving foam, rice, bubble mixture etc.

All meals and snack will be healthy options and a copy of the weekly menu is available for children who will be having breakfast or dinner. Dietary requirements can be catered for, please provide specific detail if applicable. We have a strict no nut policy which must be adhered to.

## **Sickness Illness and Medicine.**

We have a full policy which can be seen on request however we do ask that if your child has been given paracetamol-based medicine prior to their session that they are not sent to preschool as they will be refused entry. This is because Calpol / Nurofen mask temperatures and as soon as it wears off the child can become unwell again. We will administer antibiotics once the child has been taking them for 24 hours and if they are well enough to come to preschool. You will be asked to sign a medication form, provide the medicine in the original packaging and with the prescribed dosage written on the package.

## **Learning and development**

Children are born ready, able and eager to learn. “Each child’s own unique pathway of development and learning involves many elements woven together in a holistic form” (Birth to Five Matter ( 2021). At our settings we strongly believe in the themes running through the principles of the Early Years Framework. Children are unique and each can succeed with the support of positive relationships with adults who provide enabling environments.

Children will follow the Early Years Framework and evidence of their learning will be uploaded to their Tapestry journal. When your child is 2, learning will be focused on the three prime areas of learning.

1. Personal, social, health and emotional
2. Communication and Language
3. Physical Development

At the age of 3 in addition to the three prime areas we will begin to observe and record evidence for the four other areas of learning, the specific areas of;

1. Mathematics
2. Literacy
3. Understanding the World
4. Expressive Arts and Design.

Most learning will be led by the child’s interest and through their play and interaction with adults.

## **Sharing home learning**

We actively encourage children to share news from home with us and, on occasion, we will ask parents for their input to support a child’s learning. This may be offered in a number of ways; news sharing, development updates, visits from family members and sharing of special occasions, festivals and celebrations. To support evidence gathering of child development we actively encourage parents to share milestones and learning achievements. These can be added directly to their tapestry journal.

## **Child Welfare and Safeguarding**

The EYFS provides comprehensive guidance on maintaining a safe and healthy indoor and outside environment, on ensuring enough staff are suitably trained and supported, and provides detailed information on all necessary policies and procedures for all early year’s settings. All staff have appropriate training in these statutory and welfare areas, and continually update this. Copies of policies are also available on our website, or hard copies are available on request. We request that you ensure that you have read and understood the following policies and that signing of this partnership agreement is proof that you have done so;

- **Safeguarding**
- **Understanding and supporting Behaviour**
- **Complaints**

We take safeguarding your children as our number one priority and have robust procedures in place to ensure this is the case.

As part of our safeguarding policy, we ask that you do not share any images or other material pertaining to our settings, its staff or pupils in any social or digital medium. Furthermore we ask that you do not friend request staff personally or send personal messages regarding the pre-school, policies or its pupils.

## **Key Person**

We understand the importance of positive relationships and fully support the idea of a key person. A key person is an adult within the setting who your child can form a close bond with. A key person can help a child to feel safe, secure and settled. Your child's key person should be your first point of contact for any concerns, questions or queries that you may have. They will be expected to feed back to parents verbally, to inform the parent how the child's day was. The key person will also be responsible for keeping your child's tapestry up to date and for carrying out the 2 year old check. For a list of full responsibilities for a key person please ask for a copy of the Key Person Policy.

Please sign and return the last page of this document as acknowledgment of receipt of the Parental Partnership booklet.

We/I the parent/Carer/Guardian of \_\_\_\_\_  
acknowledge receipt of and have read the parental partnership document.

Signed \_\_\_\_\_

Dated \_\_\_\_\_