

Winsome Tots Nursery

Partnership with Parents

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WTN's parental involvement is positive, practical and personal. We work closely with parents so that all the children's needs are met. With our guidance and support, parents are able to ease their child into his/her first school experience. We go an extra mile to give each child and the family the opportunity to contribute to the Nursery program through participation and sharing of skills. We provide a good standard of Nursery practices to give total peace of mind by adhering to quality standards and employing quality and/or experienced staff.

Parent carers

WTN recognises that parents are the main carers for their child's well-being and will reinforce this to the children in their care.

- We encourage parents to take an interest in their child's life at the Nursery and with what they have achieved.
- We provide many opportunities for parents to become involved in the Nursery from helping on our special events, sharing their hobbies or jobs with the children during the Nursery hours, attending parent meetings and orientations, reading the monthly newsletters and responding promptly to all the communication sent from the Nursery.

When parents want to be more involved in a different way, then they need to speak to the centre manager.

Visit to Nursey

Winsome Tots Nursery has an 'open door' policy in which parents are always welcome on a working day with prior permission of the Center Manager.

To avoid disruption to the other students, we advise parents to limit visits to 15-20 minutes. It is often helpful to let the teachers know when you are coming and who you will be bringing (baby brother or sister, grandparents, etc.).

Before the academic year starts, parents are given an orientation and advised by the teacher/Centre manager

- What to expect,
- The new daily routine,
- What they can do to help their child with general development targets that they can work towards at home i.e. feeding independently, potty training, concentration etc.
- They will also be given an opportunity to express any concerns over the next move.

Smooth transition to the classroom:

Prior to your child's first day, we recommend a scheduled 30-minute parent and child visit to school to become familiar with the teachers and the child's classroom and playground. Parents are

encouraged to remain positive about their child's new experience and be optimistic about the new transition. It is a good idea to have many conversations about school before the first day.

On the first day, parents are encouraged to drop their child off and get the child situated and comfortable. After a few minutes it is important to say good-bye and assure the child that you will be returning later. During the child's first few days, a modified schedule will be recommended to ensure a smooth transition.

Additional separation information will be available during the parent orientation.

Parent Confidentiality

We actively encourage parents to speak to the staff if a situation arises which may adversely affect the child's behaviour. This information will be treated in the strictest confidence and will only be passed on to members of the staff team on a need-to-know basis.

Sharing Information with Parents

We do not intend to give lengthy verbal feedback on what your child has done that day to all our parents on an everyday basis when entering the Nursery to pick up the child. It has proved realistically impossible to do and could lead to accidents when the children are left unsupervised and other bad practices. However, WTN appreciates the importance of good communication between the Nursery and parent and we have detailed below all the methods that we follow

Parent Involvement

A positive note makes a day

Naturally, parents wonder if their child is happy at the centre. Occasionally we send a card to the parent that says, "We love having _____ with us at WTN". The card decorated by the child with his/her photograph re-assures parents that their emotions are acknowledged.

Capture the good times

We take pictures of individual children engaged in a variety of activities. Display them on the class bulletin board during PTMs. Hand them over to parents as they leave, saying "I thought you would like this picture of _____ playing in the classroom."

Contributing, one for all

We invite parents with special skills to participate in parent meetings or staff meetings. A parent with medical expertise could share information about food allergies. In this way, parents can be actively involved, both with teachers and their peers.

Parent Volunteer

We encourage parents to volunteer in the classroom. This gives them a first-hand opportunity to see, how teachers work with the children on the daily programme with energy and creativity. Even

an occasional hour gives parents a new perspective on the nuances and professional methods of providing quality care.

For parents willing to volunteer, orientation sessions will be done on 'do's and don'ts' during interaction with children. A police clearance or simple background check will be done before the parent becomes our volunteer in the classroom.

If parents are too busy to volunteer in the classroom, we encourage them to pitch in according to their convenience and talent. For example, a gardening enthusiast could bring a fresh bouquet of flowers weekly for the centre's entrance. Another parent could enjoy organizing a field trip.

Share moments, share happiness

Due to their heavy work schedule, some parents may have little opportunity to get involved in the centre's activities. Once in a while, we send them a mail with photos of their children enjoying the school activities. While we may be able to do this only on a few occasions, it demonstrates sincerity in establishing communication with parents.

The spirit of opinion

We solicit parents' opinions on a one-to-one basis. Parents appreciate being asked for their opinions, particularly on an individual basis. It also helps us to get vital input.

Information for parents

A pack of list of information including our educational activity, practical matters, and procedures and policies will be given to parents when they first look around the setting.

- We share information with parents about the range and types of activities and experiences on offer.
- Practical matters like the staffing in the setting, the name of their child's key person and an explanation of the key person's role.
- Range of our settings policies and procedures.
- We regularly review your curriculum plan to take into account the changing needs of children or feedback from parents, colleagues and even children, which will also be shared with parents.

Home learning support

- The success of helping parents with their child at home is often linked to the quality of relationship that the child has with their key person.
- They help parents to support and extend their child's learning at home.
- Together with parents, we establish the child's starting points so that as time goes on, we reflect on their journey and their progress.

- Summing up where children are across several areas of learning and development and noting how this relates to typical development is a useful tool. It can help to reassure parents that their child is making typical progress and also help us with our effectiveness.
- Children develop strong relationships with their key person, so parents are more likely to engage with the key person.
- Taking photographs of the child during activity and sharing the photographs with parents so they can repeat this activity at home if they wish.
- Finding out from parents which rhymes they use at home. Telling parents about the rhymes introduced in the setting, as they may want to follow up at home
- Encourage parents whose children are learning more than one language to share books with their child in their home language.
- Encourage to repeat some play activities at home so that children are able to enjoy them in their home language and so learn the associated vocabulary and expressions
- Talking to parents about the importance of encouraging their children to become independent.
- Providing a lending library to encourage a love of learning
- Play is an important part in helping parents, to recognise children's progress, understand their needs. We give simple activities like 'Take Teddy home' .
- Encourage parents to play simple board games that involve throwing dice or spinning a number wheel
- Explain to parents how they can help their baby to learn the language of mathematics by using expressions such as 'no more' and 'all gone'. Show parents simple counting games, such as 'Two little dicky birds.

Handling parents complain

Although unpleasant, a parents complain can make us aware of a situation we didn't know existed.

If a parent begins to complain, we take them to the office. Keep children and staff away from ear- or eye-shot of this conversation. If the parent's child is present, with the parent's permission request another adult to occupy the child so that 100% attention can be given to the parent.

Many worries or concerns can be managed without the need for formal procedures, providing that the concern is taken seriously and addressed at an early stage.

In many cases, the class teacher will receive the first approach and the issue is resolved immediately. However, formal procedures will need to be invoked when initial attempts to resolve the issue remain unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.

Stage 1 (informal) complaint heard by staff member

- We Encourage parents to first discuss concerns with the child's primary caregiver or classroom teacher by letter, email, telephone or by verbally requesting a meeting.
- Document the issue, including date, time, details of the concern, and any actions taken by the staff.

- Parent is not satisfied with the response of the class teacher or feel that the matter is sufficiently sensitive or serious, they should contact the centre manager.

Stage 2 (formal) complain heard by head of Nursery

- Centre manager will schedule a meeting with the concerned parent(s), the teacher, and relevant centre staff.
- Identifying the root cause of the issue and collaboratively exploring potential solutions.

Stage 3 (formal) complain heard by chair of Governors

- If concerns remain unresolved after initial discussions, parents can file a formal complaint with the principal / board member as directed by the centre manager.
- The director will review the complaint, gather necessary information, and initiate further steps as needed.
- Depending on the severity of the conflict, further escalation may involve. Involving relevant licensing or regulatory bodies.

If the parent has made a complaint or suggestion in writing, they will receive a response within two working days, acknowledging their letter and explaining how they/the school propose to proceed. Alternatively, the parent may be invited to a meeting at the school.

All complaints should be dealt with within 7 working days. Where a complaint is considered more complex and requires additional time for investigation, the lead investigator should inform the complainant with a realistic timeline.

Special Educational Needs

Early identification – To recognize early identification and assessment of children with special educational needs we use a screening tool.

Assessment and Review – A complete observation summary of a minimum one week is done.

Partnership with the parents -The parents are called for a meeting in the school premises to consider their views when making decisions regarding all aspects of their child's assessments, provision and intervention. WTN will always gain written permission before contacting any outside agency with regards to a special child. Confidentiality will be observed at all times and access to all information will be made available.

Safeguarding children with parent volunteers:

- Parents are encouraged to volunteer to safeguard the well-being of are Nursery children
- We provide training, ensure volunteers understand policies, and conduct risk assessments.
- Provide training that's specific to the volunteers' roles and update training regularly to align with best practices and legislation.
- Our training process we
 - Educate volunteers about child abuse and its signs

- Ensure volunteers know how to report abuse and conduct risk assessments to implement safer support systems.
- Teach children their rights and that they are safe
- Encourage volunteers to supervise games, facilitate experiments, or assist with crafts

Newsletters

Our monthly newsletter helps position the brand as a leader in the field of early childhood education. This newsletter is a powerful tool for communicating with parents on a regular basis.

Our quarterly newsletter is a short compilation of a variety of articles. It is easy to understand and enlightening. Once parents realise their gain of pertinent information from the newsletter, they prioritise reading it.