

9. PARTNERSHIP WITH PARENTS/GUARDIANS

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Child Care Act 1991 (Early Years Services) Regulations 2016 ([Síolta Standard 3: Parents/guardians and Families](#), [Síolta Standard 10: Organisation](#)) ([National Standard 1: Information](#), [National Standard 2: Contract](#), [National Standard 3: Working in partnership with Parents/guardians or Guardians](#), [National Standard 4: Records](#), [National Standard 6: Evaluation](#), [National Standard 7: Complaints](#), [National Standard 10: Behaviour](#), [National Standard 11: Child Protection](#), [National Standard 12: Health Care](#), [National Standard 15: Children with Disabilities](#), [National Standard 16: Equal Opportunities](#))

Statement of Intent:

The service recognises the importance of working in partnership with parents/guardians to promote the best interests of children and that parents/guardians play a key role in the education of their children. the service will work in partnership with and support parents/guardians in this role.

Policy and Procedure:

We have an “open door” policy where families are always welcome but where the needs of all of the children in our care are always the first priority. Parents/guardians will be made feel welcome and regular exchange of information with parents/guardians and staff will enable a two-way process of support.

We will adopt the following procedure:

- Ensure parents/guardians views and needs are incorporated, parents/guardians rights respected, in regard to all cultural and religious differences.
- Ensure we adhere to respect confidentiality at all times.
- Welcome comments and feedback. Parents/guardians are encouraged to follow our complaints/compliments procedure in relation to any issues they may have regarding the services provided.
- Ensure parents/guardians are given regular information about their child's progress through informal and formal feedback –verbal and written.
- Facilitate appointments and meetings.
- Ensure that all parents/guardians are informed about meetings and any other activities being organised.
- Ensure all parents/guardians are aware of the policies and procedures.
- Encourage parents/guardians to contribute their own skills, knowledge and interests through curriculum activities.
- If parents/guardians are separated, we may contact both parents/guardians to discuss a child's progress.
- We ask that parents/guardians let us know if you will be picking up your child early so that we can have the child ready for you and to minimise disrupting the rest of the group.

Where English is not the first language of the Parent/Guardian:

- Staff will make every effort to communicate with the parent/guardian using verbal/non-verbal methods.
- Staff will undertake to learn key phrases in the parent/guardian /child's language.
- Parents/guardians will be invited to become involved in the service and share with staff and children the culture/history of the country of origin.

Open Door Policy:

It is our policy to offer a bright, warm, welcoming environment. We understand the importance of consultation and building relationships with our children, parents/guardians and staff.

Procedure:

- All parents/guardians are welcome to visit the service at any time.
 - However, parents/guardians should be aware that we might not be able to give them our full attention, as the supervision and needs of children in our care come first. Therefore it may be more helpful to the parent to make an appointment in advance.
- We aim to give feedback on each child and their day to parents/guardians on leaving the service each day.
- We would welcome that parents/guardians advise staff each morning of any significant happenings at home that we should know of e.g. child had a poor night's sleep, as he/she may be tired.

Babysitting:

Staff may not babysit for children that attend the service.

Working Together with Parents/Guardians:

- Encourage families to share their knowledge of their child with the staff members and staff reciprocate by sharing the knowledge of the children in general with parents/guardians so that there is a mutual growth and understanding in ways that benefit the child.
- Strive to develop positive relationships with families that are based on mutual trust and open communication. Engage in shared decision making.
- Acknowledge families existing strengths and competence as a basis for supporting them in the task of nurturing their child.
- Acknowledge the uniqueness of each family and the significance of its culture, customs, language and beliefs.
- Maintain confidentiality and respect the right of the family to privacy.
- Consider situations from each family's perspective, especially if differences or tensions arise.
- Assist each family to develop a sense of belonging to the centre's services, in which their child participates.
- Acknowledge that each family is affected by the community context in which it operates.