



# Buckden Pre-School Playgroup

A place for Children to grow, to learn and to flourish

Registered Charity No. 291840

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**Reflecting on Quality**  
*committed to improvement*



# Communication Charter

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## Purpose

Buckden Pre-School Playgroup (“the Pre-School”) is working hard to improve communication with parents, and the way they are involved in their child’s progress. The Pre-School liaises with parents in a number of ways to encourage collaboration and feedback. This charter serves to document the current approach.

## Analysis of Strengths and Developmental Needs

The following extracts are taken from the Ofsted Inspection Report of 6<sup>th</sup> November 2014.

### Strengths

*“The setting have established a good range of ways to provide families with information, for example, there are regular newsletters, a setting website and an informative parent display board in the entrance. Staff recognise the benefits of working with parents and the positive impact this has on children's learning and development. They invite parents to view children's development records and provide daily feedback about the types of activities the children have been involved in. [...] All parents spoken to on the day of inspection commented that they were very pleased and happy with the setting. In particular, parents feel they are well supported by the staff team; for example, there is effective communication to offer reassurance to parents as children settle in at the setting. Parents acknowledge the positive improvements in the setting and have confidence in the staff's capacity to continue to build on this. Staff have formed strong partnerships with other local childcare professionals and external agencies, to ensure all children receive early intervention and appropriate support to help them reach their full potential.”*

### Developmental Needs

*“Some parents are not as fully involved in a two way flow of sharing information about their child's ongoing achievements and development at home”*

*“There are opportunities to strengthen the engagement of all parents in sharing information about their child's ongoing developments and achievements from home, to help staff further support children's learning in the setting...”*

*To further improve the quality of the early years provision the provider should:  
strengthen the already good links with parents to further support children's learning and development in the setting, for example, by obtaining greater parental involvement in the progress check for children aged between two and three years and sharing ongoing achievements from home...*

*Staff meet the requirement to complete the progress check for children aged between two and three years. However, there is scope to further develop parental involvement as some parents do not fully engage in this process. This means, on occasion, staff obtain limited information from parents about children's ongoing developments and achievements from home, to enhance the planning for children's next steps.”*

## **Communication and Parent Liaison Provisions**

### **Starting Points Form**

This form, completed by parents when the child starts at the Pre-School, has been recently updated to get a better understanding of the children in areas which are more important and will help them transition. It gives parents more of an opportunity to share both the highs and concerns of their child's current development level.

### **2-Year Checks**

Once the check has been completed, parents are asked to sign the 2 year checks to say they have read it and also where possible the child's key worker speaks to the parent about it when it is handed over.

### **Display Boards**

There are three main display boards in the foyer:

- A whiteboard showing the Pre-School's activities of the day
- A cork pinboard displaying all the legal notices
- A felt pinboard displaying notices from the committee and fundraising activities, maintained primarily by the Parent Liaison Officer

Space on the entrance door and wall is also used to display prominent notices such as the colour or letter of the week, and any important medical awareness notices.

A photo ID poster of the committee members is displayed on the committee board, along with the contact details of the Parent Liaison Officer.

### **Parent Liaison Officer**

This is a voluntary position within the Buckden Pre-School Management Committee. The person undertaking the role will make themselves available to provide an approachable interface between the Pre-School and parents.

### **Newsletters**

The Pre-School Manager usually issues a newsletter on a monthly basis via email to keep parents updated on the activities that have happened over the last month and what's to come.

### **Tapestry**

All children have a personal on-line Learning Journey which records photos, observations and comments, in line with the Early Years Foundation Stage, which serves as a record of each child's experiences during their time at the Pre-School. Authorised family members have secure access to view the observations the Pre-School have made in their child's Learning Journey and are also able to upload observations, photos and videos they have made at home, and write comments in order to share the child's ongoing achievements both at Pre-School and at home. Tapestry has proven to be a positive forum for parents to share information with us, one parent has even documented their child's potty training progress along with other developmental progress. A child's learning journey on Tapestry can also be shared with individuals at schools and other childcare providers, such as the individual who will become the child's primary school teacher. This will only be done with the prior permission of the child's parent/carer.

### **Learning Journey Reviews**

Parents can book time with their child's key worker to review the child's learning journey together, address any issues or simply just to find out how they're getting on.

## **Facebook**

The pre-school has a page on Facebook, just search for "Buckden Pre-School Playgroup" where you will find sneak-previews of the weekly activities, pictures of the children's creative artwork and learning information, along with information on fundraising activities and events, committee meetings and management information.

In the interests of personal time and privacy, staff are discouraged from friending parents through their personal Facebook accounts.

## **Coffee Mornings**

During the first week of each half term (or thereabouts) the committee host coffee mornings at drop-off time to allow new and existing parents to meet the committee and find out more about how the pre-school works in an informal setting.

## **Working closely with Buckden Primary School**

Communication is not limited to between parents and staff; we also appreciate how important it is to make each child's step up to primary school as smooth as possible. The relationship between the Buckden Pre-School Playgroup and Buckden Primary School is developing, and so far the partnership is looking promising.

Staff from the primary school and pre-school will meet to moderate outcomes in the EYFS to ensure that children are being observed and assessed fairly. The primary school will support the pre-school in areas which they feel will benefit children's transition to school such as securing the children in the prime areas of the EYFS at 30-50 months and encouraging their independence in personal care. The school will arrange times for the children to attend the school as well as visiting the pre-school to allow the children the opportunities to become familiar with the new environment and staff. Key teachers at the school have access to the children's Tapestry journals to allow them to see progress being made and determine if any help or support may be needed prior to starting school.

## **Assessment of Effectiveness**

### **Parent & Carer Questionnaires**

On a yearly basis (generally around May), questionnaires are issued to parents allowing Buckden Pre-School Playgroup to gather feedback on how parents feel about the staff, the setting and the care their child receives.

### **Speech Bubble Feedback**

Printed paper speech bubbles are always available for parents to complete (this replaces the old comments box system that was never used) in the foyer, and each term a speech bubble is placed in each child's drawer for parents and carers to write a brief note of feedback or comment about any aspect of the Pre-School. Staff will take note of any suggestions made and work to include these, where possible, within the preschool routine. Any concerns raised will be dealt with on an individual basis, and positive feedback is always celebrated.

## **Ofsted**

As the driving force behind this charter, the next Ofsted Inspection report will be the ultimate assessment of effectiveness.