

## 20 Open Door Policy

At Summertime we believe that parents and practitioners should work together in an atmosphere of mutual respect within which children can have security and confidence.

Summertime wish to promote positive relationships by offering an open door policy.

- Parents and carers can visit the setting at any time that their child is in attendance. This doesn't mean that children arrive at any time - the session for each child remains the same.
- when the child arrives the parent/carer can stay and join in with activities, return to the session early to play with the child or simply stay and play for the whole session.
- Summertime Staff will always be clear who is in the building and any parents staying in the building will sign into a visitors book.
- Parents are never left alone with the children or included in ratios as they are not part of the staff team.
- Parents will not have access to any information regarding another child.
- Confidential discussions with other parents will be held in another room away from parents who are staying and playing.
- Parents are not able to have access to their mobile phones and take photos of their child whilst at the setting.
- Parents will not have access to all areas of the building whilst staying at the setting such as changing areas, sleep areas, office and kitchen.
- Whilst on the premises of Summertime, parents are asked that they conduct themselves in an appropriate manner with regards to the discipline of their child, language and behaviour.

### **Advantages**

- ❖ Parents can see what their child is learning at summertime, who they play with and how they settle and join in with routines.
- ❖ Practitioners can explain more easily how children learn through play and show parents the breadth of the curriculum.
- ❖ Parents become more confident in supporting their child's learning at home, by using a similar approach to the setting.
- ❖ Practitioners can learn more about the child's homelife and their home achievements.
- ❖ Parents can see staff using appropriate strategies to support children's learning and staff can observe parent/child interactions.
- ❖ Staff can work with parents to resolve any problems such as unacceptable behaviour.

Cathy White  
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