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Agenda

SUNSHINE NURSERY – STAFF MEETING AGENDA

Monthly Staff Meeting

Date: 24th November 2025

Time: 7pm

Location: Nursery Staff Room

Minute Taker: Gwawr Lewis

In attendance

Bobbie – Staff training Lead

Gwawr – Incident officer

Cody – ALN coordinator

Joelle – New staff starter Lead

Gemma – Parent Partnership Lead

AGENDA

1. Welcome and Purpose of Meeting
2. Gwawr – Incident review
3. Cody – ALN lead, new starter
4. Joelle – New starter Leader, New member of staff
5. Gemma – Parent Partnership Lead, improving parent partnerships with the nursery
6. Bobbie – Staff training Lead, staff training discussion.
7. Any questions

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Staff Meeting Script: Improving Parent Partnerships

Facilitator: Gemma

Date: 24/11/25

Focus: Generating Ideas to Strengthen Parent Partnerships

Good afternoon, everyone. Within this meeting I am using a democratic approach of leadership because it encourages shared decision making and values everyone's voice, I plan to consider other people's opinions and thoughts before making any decisions which is in accordance with Kurt Lewis (1939) traditional styles of leadership. Today I'd like us to think about ways we can make our partnerships with parents and carers even stronger, this is important because strong partnerships improve children's outcomes and consistence of care (Leadership success, 2025).

Working in partnership is not only part of our ethos but also a requirement of the EYFS (Gov, 2025) this is important because it ensures we meet statutory duties and offer high quality practice. It states that we must work collaboratively with parents to promote each child's learning and development

Our Partnership with Parents Policy already gives us a strong foundation because it provides clear guidance for staff and families but there's always room to grow especially in how we communicate, share information, and include families in their children's learning journey.

One small improvement could be creating more informal opportunities for parents to chat with key persons, such as stay and play mornings or coffee sessions, this is important because it can help build relationships naturally.

What do you think about setting up a short monthly drop-in for parents to discuss their child's progress informally?

Our responsibilities towards parents are backed by legislation.

The HM government (2023) states that the Children Act 2004 and Childcare Act 2006 both emphasise the duty to promote children's welfare and work with parents as partners. This is important because partnership is essential for safeguarding and

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supporting each child's holistic development.

The UN Convention on the Rights of the Child (1989, Article 18) also recognises that parents have the primary role in their child's upbringing we are here to support that, not replace it.

I was thinking we could create a small parent information board or digital newsletter outlining parents' rights and how we support them, this is important because it makes our partnership more transparent and empowering.

It's also important that any sharing of information follows the Data Protection Act (2018) and UK GDPR, so parents always feel confident their information is handled appropriately, by following this act we protect confidentiality and meet legal requirements for data handling.

What are your thoughts on a digital monthly newsletter to keep parents informed while staying compliant with data protection?

Two theories that support the importance of strong parent relationships are:

Bronfenbrenner's Ecological Systems, this theory shows that a child develops best when the home and nursery environments work closely together, we form part of the same microsystem (Antony, 2022)

Second, Epstein's Framework of Parental Involvement (Epstein, Sheldon, 2022) identifies six areas of parent partnership, including communication, learning at home, and decision making.

We could use Epstein's model to review our practice, for instance; how well do we currently support learning at home? Maybe we could send home simple activity ideas or videos that show parents how to extend learning through play.

Would short home-learning activity cards or videos be helpful for parents who want to be more involved? What are your thoughts on this?

To make sure our ideas are put into practice effectively, it's important we're clear on who does what in accordance with Belbin (1981) on who has what role based on their strengths and weaknesses (One education, 2024).

- **Key Persons** You are the main link with families, so you could trial new communication methods like weekly photo updates or short voice notes through Tapestry.

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- **Room Leaders and Managers** You can monitor how consistent these communications are and ensure all parents, including those with language barriers, can access information.
- **DSL (Designated Safeguarding Lead)** Continues to support any sensitive conversations around wellbeing or safeguarding, following our Safeguarding Policy and EYFS
- **All Staff** Must ensure that any new approaches we try still meet confidentiality standards under the Data Protection Act (2018).

Maybe we could assign a parent partnership champion in each room to coordinate engagement ideas and feedback.

We already do a lot to build partnerships such as daily handovers and parent workshops but here are a few more ideas we could try to make those relationships even better:

1. **Home Nursery Diaries:** Particularly useful for babies and toddlers' parents can write small notes about routines, milestones, or preferences, so we can provide continuity.
2. **Themed Parent Workshops:** For example, sessions on speech development or sensory play this empowers parents with practical knowledge (Whalley, 2017).
3. **Parent Feedback Station:** A quick digital form or suggestion box in reception could encourage ongoing communication.
4. **Family Learning Events:** Invite parents to share skills or cultural traditions supporting inclusivity and diversity in line with the **Equality Act (2010)**.

According to Goodall and Montgomery (2013), true engagement happens when parents feel like equal partners, not just observers these ideas could help us move more towards that model.

To sum up, building parent partnerships is central to our practice and part of our statutory duty under the EYFS. The ideas we've discussed today like informal drop-ins, parent champions, and creative communication are about strengthening trust, consistency, and collaboration with families.

Our Next Steps could be

1. Trial a new monthly parent drop-in from next term.
2. Assign one parent partnership champion per room.
3. Review and update our Partnership with Parents Policy to include new communication ideas.

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Thank you all for your input. Our work with parents has a huge impact on children's confidence, learning and wellbeing; by working together, we can make these relationships even stronger.

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