



Communication policy

Communication is the foundation of relationships and is essential for learning, play and social interaction. Communication is 'everything', being an effective communicator is essential to developing and forming both personal and professional relationships.

Children need to be able to understand and be understood. This policy details forms of communication utilized within the Centre.

Forms of Communication

- Verbal
- Nonverbal body language, facial expressions/eye contact, gesticulations
- Written - recording
- Listening

Communicating with Children

The way we communicate in terms of our tone of voice, body language, facial expression and attitude impact on what we say and how we it is perceived. Active listening is key to communicating effectively; been in the moment and giving full attention to what is been said contributes to the child's personal, social and emotional development. Staff should physically be on a child's level when communicating, encouraging eye contact whilst supporting conversation skills. For example getting down to welcome a child at drop off time, whilst changing nappy or feeding a young child.

Staff should give children space to describe and explain their activities and feelings. Children should be given time to think considering their level of knowledge and understanding, use of spoken language, both home and English and breadth of vocabulary. Staff should remember some children require significantly longer to translate, think, respond and / or communicate. For example possibly a child with English an additional language or a less confident child.

Children should have their feelings validated; it's okay to feel sad and miss parents or feel cross there isn't a spare bike to ride. Having affirmation for feelings can support a child to



self-regulate, make sense of their feelings and grow emotionally. Children should never have their feelings belittled.

Children should have opportunities to think and answer questions. For example being 'What do you like about nursery' helps the child to think and formulate ideas express himself and engaging in two way communication. Closed questions limit or close down the need to think and express ideas. For example 'Do you like nursery'. Staff should offer opportunities for children to talk to them and be ready to 'listen' to a child who has something to communicate which supports our Safeguarding Policy. Staff should be approachable, able to listen and welcome child initiated conversation. Staff should narrate or provide parallel talk as a child engages in activities to expose them to meaningful language.

Pre Verbal Communication

Staff must support preverbal communication which is dependent on the age and stage of development. A sensitive practitioner will be able to 'communicate' with children noticing pointing, staring, facial expressions etc. Staff can have a 'conversation' with the child. For example, 'oh you would like a story!' Staff should initiate or support the development of pre verbal conversation skills as a child plays peekaboo or takes turns to pat a drum. Pre verbal / nonverbal communication can be particularly relevant to babies, children with English as an additional language children with additional needs.

Adult Communication

Staff should maintain effective communication channels with centre team members, parents, stakeholders and centre visitors. Personal events or moods should not intrude on the professional management of the day. Always consider how you interact with everyone around you. Staff should communicate with everyone politely and courteously, speak to others as you would like to be spoken to. Children should never be exposed to any friction between staff.

It is accepted that some adult conversation will take place within the play areas, but as professionals providing 'Quality childcare' we must monitor how much conversation is carried out whilst working with the children. Lengthy or inappropriate personal



conversations **must not** take place over the heads of the children. When working in the play areas discussions / conversations should be in relation to the centre, area, routines or planned play activities or experiences. Staff **must not** discuss individual children 'in front' of the children, or where they are able to hear what is being said.

Staff meetings, staff will get the opportunity to discuss issues and views at staff meetings. Meetings will be held every month. Minutes will be recorded and made available for staff to refer back to.

Communicating within the Centre

All staff have access to their direct line manager (area supervisor), the Early Years Coordinator and the Centre Management Team to discuss issues, views etc. We operate an 'open door policy' and staff are welcome to discuss issue with the manager's at any point. Time will always be found to discuss any issues / problems if they arise.

Communicating with Parents and Carers

Parents and staff have a responsibility to share information as they arrive and leave the Centre, with particular reference to any specific information relating to the child, also discussing any key event information and incident / accident which has occurred during the day.

Parents will know who their child's key person is and the rest of the area team who work with their child. It should be explained that they will not see the child's individual key person every time, but a significant other will be able to feedback on their day. Staff should considered carefully how they speak to parents, describing how their child has been that day, always try and end the conversation with a positive point about the day or child.

Staff should be conscientious, about how, where and when they discuss issues about a child, if necessary take the parent out of the play area, e.g. to the 'Hive' or administration areas if the content of the conversation is private, or better discussed out of the child's hearing.



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Day Sheets

To help communicate, a written feedback system is used for those children under one. The child's day is record on these sheets, recording care details, food eaten, how much milk they have drunk, how many nappies have been changed, what sort day they have had, what activities they have carried out.

Parents Information Boards / Displays

Information is clearly displayed on notice boards throughout the Centre. These can be found by the main entrance door, outside the Centre office and in individual playrooms. There is also a parent notice board in The Hive, the parents meeting room, this clearly displays all menu's and allergen information. All displays in the children's play areas will be linked to and provide information on how the content reflects the areas of learning within the EYFS Framework.

Centre Website

The website provides information to families about the Centre. There is the opportunity to take a Google Tour, look at policies and procedures, information around upcoming events etc.

Capture

Capture supports two way communication between parents and the Centre. Parents are encouraged to share observations about their child or perhaps significant events through Capture. Parents working together in this way contribute to their child's learning and development supporting practitioners to implement individualised planning.

Further ways in which we will communicate with and involve parents

- Telephone communication
- Visual Display via plasma screen in Centre entrance way
- Face to face conversations
- Emails to individuals



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- Parent Mail - an electronic system used to communicate with all parents who have access email
- Annual Parent Questionnaire/Survey
- Letters
- Parent / Child Review Meetings
- Parent Social Events
- Posters around the Centre

Last Review Date of this policy: 11-Jul-2024

Signed: Pooja Patidar

Date: 11-Jul-2024

Name: Pooja Patidar

Person responsible for approving the Policy.



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