

# Parental Involvement Policy

## General Welfare Requirement: Organisation

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

**Policy Statement:** We believe that children benefit most from early year's education and care when parents and settings work together in partnership.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development. Some parents are less well represented in early year's settings; these include fathers, parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the following procedures, we will ensure all parents are included.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster parents. 'Parental responsibility' is *all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.* (For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance's *Child Protection Record* publication.)

## EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child	

## Procedures

- We have a means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children.
- We consult with all parents to find out what works best for them.
- We encourage parents to visit the setting before applying for a place for their child, and to make at least one visit in the term before their child starts with us;

- We encourage parents to decide how best to settle their child with us when first starting and after a period of prolonged absence, and we are led by the parents in our approach;
- We encourage parents to discuss with each other the various ways they can contribute to the running of the preschool and the practices of the preschool.
- We acknowledge that some parents may feel more comfortable discussing our practice with another parent rather than a member of staff and we ask our Committee members to keep themselves informed so that they may feel confident to discuss with other parent any issues;
- We provide each child and their family with a named key person, who acts as their first point of contact for any queries, concerns and discussions. We encourage our key person staff to take pride in their role, and to increase their own knowledge when challenged by a parent rather than passing the query onto a more senior member of staff;
- We are committed to an ongoing dialogue with parent to improve our knowledge of the needs of their children and to support their families;
- We ask parent to help their child to complete an “All About Me” booklet to provide us with more information about their child’s likes and dislikes, abilities and requirements; prior to starting at the setting
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- We encourage and support parents to play an active part in the governance and management of the setting. All parents are welcome and enjoyed to join the committee.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records.
- Parents are encouraged to make their own observational comments in their child’s ‘Learning Journey’s ‘. Learning Journey’s are regularly sent home.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We inform parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.
- Staff are encouraged to update their skills and knowledge in relation to enhancing Parent Partnerships, through training.

In compliance with the Welfare Requirements, the following documentation is in place:

- Admissions policy;
- Developmental records of children.
- Complaints procedure;
- Record of complaints;

This policy is underpinned by:

Children Act 1989 and 2004

Data Protection Act 1998

Every Child Matters Change for Children 2004

Freedom of Information Act 2000

Equality Act 2010

Early years Foundation Stage 2007 (EYFS)