

Parental Involvement Policy Statement

We believe that children benefit most from early years education and care when parents/carers and settings work together in partnership.

Our aim is to support parents/carers 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/carers in their own continuing education and personal development.

Some parents/carers are less well represented in early years 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.*

Procedures

We have a means to ensure all parents/carers 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/carers to find out what works best for them.
- We ensure on-going dialogue with parents/carers 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/carers understand the information that is given to them.
- We encourage and support parents/carers to play an active part in the governance and management of the setting.
- We inform all parents/carers on a regular basis about their children's progress.
- We ensure that each child's key worker introduces themselves to parents/carers at the earliest opportunity. This provides an opportunity for parent/carers to share information about their child, such as their likes/dislikes or what their favourite activities are.
- We involve parents/carers in the shared record keeping about their children - either formally or informally - and ensure parents/carers have access to their children's developmental records.
- We provide opportunities for parents/carers to contribute their own skills, knowledge and interests to the activities of the setting.
- We inform parents/carers about relevant conferences, workshops and training.
- We consult with parents/carers 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/carers 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/carers, in whatever form these may take.
- We inform all parents/carers of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents/carers have access to our written complaints procedure.
- We provide opportunities for parents/carers to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

Where there is a contact order in place for a parent's access to their child, the Pre-school will take legal advice to ensure they are compliant with the order.

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

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