

Organisation

Parental involvement

Policy Statement

We believe that children benefit most from early years 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 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 are included – that may mean we have different strategies for involving parents who work or live apart from their children.
- We consult with all parents to find out what works best for them.
- 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 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.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- 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.
- We seek parents views in-Family Questionnaires

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

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

Parents are the first educators of their young children. Our aim is to support their essential work, not to supplant them. We will:

- make all new parents aware of our systems and policies, especially Safeguarding Children and Complaints.
- make all parents aware that the Nursery is registered on the Compulsory and Voluntary part of the Childcare Register.
- encourage parents, on an individual basis, to play an active part in the nursery.
- ensure that parents are informed, on a regular basis, about their child's progress.
- ensure that all parents have opportunities to contribute from their own skills, knowledge and interests to the activities of the nursery.
- involve parents in share record-keeping about their own child, either informally or formally.
- ensure that all parents are fully informed about meetings, events, workshops, conferences and training.
- consult with families about the times of meetings to avoid excluding anyone.
- welcome the contribution of parents, whatever form this may take.
- make known to all parents the system for registering queries, complaints or suggestions.
- provide opportunities for parents to learn about the curriculum and about young children's learning, in pre-school/nursery and at home.
- Invite parents in to the setting at various times throughout the year to play alongside their children.

Persons responsible for implementing this policy:

Erica Dunwell/Heather Bishop/Rosalind Moreno/Cara Bonner – Barton

Erica Dunwell/ Heather Bishop/Jonathan Reed – Sandown

Erica Dunwell/Becky Kujabi/Sam Hicks – Wootton

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