



Partnership

P1 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.

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.* (For a full explanation of who has parental responsibility, refer to the Early Years Alliance's publication *Safeguarding Children.*)

Procedures

- We adopt an all inclusive policy with regards to parents and carers within our setting including, *where appropriate*, parents who live apart from their children.

- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We ask parents to notify us of any changes at home that may affect a child's wellbeing i.e. family illness, bereavement, divorce, moving house and a new baby arriving, in order that, with the parent, we can support the child in the setting.
- 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.
- 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 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.
- Through our policy documents we inform all parents of the systems for registering queries, complaints or suggestions. All parents have access to our written complaints procedure.
- We provide opportunities, through regular newsletters, for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

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

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

This policy was adopted at a meeting of	Little Fishes Pre-School
Held on	<hr/> 20/9/11
Date to be reviewed	<hr/> Reviewed: Summer 2022
	Next Review: Summer term 2024
Signed on behalf of the management committee	<hr/> Maggie Mann – Chair Tracy Parkins - Manager

Other useful Early Years Alliance publications

- Complaint Investigation Record (Pre-School Learning Alliance 2015)