



Parental Involvement Policy

Policy statement

Parents are the first educators of their young children. At The Little Pennies Pre-School 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 that 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 include same sex parents, as well as foster parents.

The Children Act (1989) defines parental responsibility as 'all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property'.

Procedures:

- Parents are made to feel welcome in our setting and they are greeted appropriately.
- 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 make every effort to accommodate parents who have a disability or impairment.
- 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.
- Information about a child and his or her family is kept confidential within our setting. We provide you with a privacy notice that details how and why we process your personal information. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child's development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order

to protect the safety of the child. Reference is made to our Information Sharing Policy on seeking consent for disclosure.

- We seek specific parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purpose of record keeping.
- The expectations that we make on parents are made clear at the point of registration.
- As part of our settling in policy we encourage parents to visit with their child to experience and to be introduced to key people in the setting, routines and expectations of the setting. This is also an opportunity to share information about the child which could be relevant in supporting a smooth transition and separation from their parent/carer into pre-school.
- All parents have access to our policies and procedures either on the settings website or in the Operational File in the pre-school foyer.
- Parents are provided with a copy of their child's two year old EYFS Progress Check (between 24 months and 35 months of age). Practitioners will discuss this with parents and encourage parents to share this information with other relevant professionals – for example Health Visitors.
- We seek parents' views regarding changes in the delivery of our service.
- We encourage parents to become involved in the social and cultural life of the setting and actively contribute to it.
- We provide sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
- Our key persons meet regularly with parents to discuss their child's progress and to share concerns if they arise.
- The key person will seek to engage and support parents in guiding children's learning and development at home.
- Where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs.
- Where applicable, our key persons work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- 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 and Tapestry online learning journal.
- 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 welcome the contributions of parents, in whatever form these may take.
- We encourage parents to take an active part in the governance and management of the setting by joining the Committee.
- We ensure all parents are informed of meetings, workshops, outings etc. and arrange venues which are convenient to all.
- 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 for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home. There are opportunities for parents to take active roles in supporting their child's learning in the setting: informally through helping out or taking part in activities with their

child, or through structured projects engaging parents and staff in learning about children's learning.

- We ensure parents are be informed of all accidents and incidents that happen to their child on the same day. Parents must sign and date the forms.
- We provide weekly planning sheets detailing the activities on offer the each week to provide opportunities for parents to learn about the curriculum offered in the setting and support children's learning at home.
- We actively encourage feedback from parents in order that we can continue to improve and meet the needs of all families.
- We invite parents to attend our half termly Stay and Play sessions.
- We encourage and organise trips/events outside of the setting to promote and support the children's learning in partnership with parents.
- We encourage parents to join us in celebrating community events and festivals and also join us in fundraising.

We will ensure parents are regularly informed of their child's progress and in order to do this:

- Staff will be available before and after each session.
- If there should be any issues arising with a child, staff would either speak to the parent in the first instance or telephone.
- Confidentiality is paramount and any issues arising would be dealt with in the strictest confidence.
- Positive feedback is also regularly given to the parents at the end of each session.
- We involve parents in the shared record keeping about their children – either formally or informally – and ensure parents have access to their children's developmental records.
- Regular parent consultations will be held, as well as open days and stay and play sessions when parents can view their child's work.

We welcome the contributions of parents whatever form these may take and encourage parents to play an active part in the Pre-School by:

- By encouraging parents to join the Board of Trustees
- Encourage parents to assist with fund-raising and make them aware of the need for extra funds, with the regard to replacing equipment, etc.
- Encourage parents to help out as a volunteer.

In our setting, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. We have record keeping systems in place that meet legal requirements; the means that we use to store and share that information takes place within the framework of the General Data Protection Regulations (2018) and the Human Rights Act (1998).

This policy was adopted at a meeting of Trustees held on
and was checked and re-affirmed on

Signed on behalf of The Little Pennies Pre-School

..... (Chairperson)