



PARENTAL INVOLVEMENT POLICY

Policy Statement

The Early Years Foundation Stage seeks to provide “Partnership working between practitioners and with parents or Carers”.

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.

Procedures

- Parents are always made to feel welcome in the pre-school and are greeted appropriately.
- We have an “open door” policy that encourages parents to come and see us at any time for an informal discussion.
- We have a means to ensure all parents are included. This 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 on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.



PARENTAL INVOLVEMENT POLICY (continued)

- We inform all parents about how the pre-school is run together with our policies and procedures through access to written information, our website and through regular informal communication.
- Information about a child and their family is kept confidential the pre-school. 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.
- We seek parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- The expectations that we make on parents are made clear at the point of registration.
- We make clear our expectation that parents will participate in settling their child when they start at pre-school by fully involving them in the individual settling in process for their child starting with the home visit.
- We seek parents' views regarding changes in the delivery of our service.
- We let all parents know the range and type of activities and experiences provided for children, the daily routines of the pre-school and how parents can share learning at home.
- We inform parents about staff deployment.
- We encourage and support parents to play an active part in the management of the pre-school by inviting them to join the Committee.
- We invite all parents to attend our Annual General Meeting (AGM). We provide parents with a copy of the minutes of the AGM.
- We encourage parents to become involved in the social and cultural life of the pre-school and actively contribute to it.
- As far as possible, our service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
- Our key persons meet with parents to discuss their child's progress and to share concerns if they arise.
- Where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs.



PARENTAL INVOLVEMENT POLICY (continued)

- 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 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 pre-school by sharing in a "Parent Volunteer Rota". This is purely voluntary but the benefits of having all families involved in the running of the pre-school are emphasised. To ensure we do not exceed the number of children we are registered to care for, parent helpers are regrettably unable to bring in a sibling of their pre-school child when volunteering in any of our sessions.
- We involve parents in the celebrations we have at pre-school by inviting them to join in with events organised around special festivals and occasions such as Diwali and Mother's Day.
- We ask parents to share their knowledge on cultural celebrations, their skills and hobbies with the children as part of our EYFS topics.
- We extend a warm invitation for parents to join us on our pre-school outings.
- We encourage parents to volunteer their time to be involved in the general maintenance of the building and garden.
- When sourcing external services, we always look to contract small jobs and projects to parents with suitable skills or local tradesmen.
- We offer our own EYFS related workshops for parents and inform them of other similar events in the local community.
- We encourage all parents and families to actively support our fund raising efforts.
- We provide information about opportunities to be involved in the pre-school in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- We hold meetings in pre-school to ensure that they are accessible for all.
- We welcome the contributions of parents, in whatever form these may take.
- We carry out an annual 'Parent Feedback Questionnaire'.
- 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.
- Where possible, we let parents know when an Ofsted inspection is taking place. After an Ofsted inspection takes place, we provide a copy of the report to parents and carers.
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PARENTAL INVOLVEMENT POLICY (continued)

- We expect all parents and carers to treat our staff and volunteers, and other parents and children, in a courteous and respectful manner at all times. We will not tolerate any form of abuse, bullying, aggression, harassment or threatening behaviour, including online or via social media. Any such behaviour will be reported to the appropriate authorities and Pre-School Committee, and could result in the offending adult being prohibited from entering the pre-school grounds on a permanent basis.

Tapestry Online Learning Journeys

- We use the “Tapestry Online Learning Journey” programme which allows parents to be provided with on-going information about their child’s learning and progress according to the Early Years Foundation Stage and Characteristics of Learning.
- Key person teams collect child observations in real time by using tablets during their sessions. Each team is allocated ‘Tapestry Time’ each week in order to evaluate children’s observations according to the Early Years Foundation Stage and the Characteristics of Effective Learning. All observations are moderated before being added to the child’s Learning Journey.
- A regular notification is sent to parents via email letting them know that there are observations ready to view about their child. However, parents are able to access their child’s Learning Journey at any time. Parents are able to ‘Like’ and ‘Comment’ on any observations submitted by their key person team.
- Using the child’s observations, the key person team produces a ‘Summative Assessment’ of the child’s overall learning and development each term. These are included as an observation to the child’s Learning Journey so parents are able to view them.
- Parents work with us using the ‘Tapestry Online Learning Journey’. This programme allows for photographs and video clips to be uploaded by parents to their child’s learning journey from home, encouraging parents to share their adventures and how they help their children to learn whilst at home. ‘Home Observations’ are also evaluated by the key person team and are into the child’s learning Journey.