

All Saints Nursery School

Policy for Parental Involvement

EYFS 2014 Information for parents and carers 3.73

Policy statement

We believe that children benefit most from early year's education and care when parents and settings work together in a 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 life of the setting. Parents are the experts on their children and we cannot do our work effectively without them. We also aim to support parents in continuing education and personal development. The partnership that we have with parents is a two-way process and we have a lot to learn from each other.

Some parents are less well represented in the early year's settings; these can 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, fathers; these include natural or birth parents as well as step-parents and parents that do not live with their children, but do have contact with them and play a part in their lives."Parents" also include 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.

Parental Involvement

Procedures

- We work to ensure that all parents are included. We have different strategies for involving Fathers or parents who work or live apart from their children. Such as emails, copies of letters and we try to arrange different convenient times for meetings with all parents.
- We have a nominated person for parental involvement who completes a yearly audit (EFICL Enhancing Family Involvement in Children's Learning) 2015 and draws up an action plan.

- We consult with the parents to find out what works best for them by the use of questionnaires, emails or letters and regular informal feedback from day to day contact and the parent committee.
- We ensure an ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families. We do this by regular questionnaires, parent meetings and consultations with Key persons. See also key person policy. We also have a private room for all confidential discussions.
- We inform all parents about how the setting is run through our welcome pack, home visits and welcome evenings. Also all of our policies are available on disc and in written form. Daily routines are available and we try hard to give parents regular daily feedback on children's activities. The questionnaires that we send out give us feedback on the parents understanding on some of our policies and procedures.
- We seek parent permission on the registration form for all necessary procedures including applying sun cream, taking photographs, making observations outings etc. and review permissions regularly.
- We encourage and support parents to play an active part in the governance and management of the setting through our parent led committee.
- We inform all parents on a regular basis about their child's progress by having parent/key person meetings. The child's key person is always at hand at anytime to discuss the progress of a child if the parent needs to discuss any problems, issues or just a general conversation about the child's development or well-being. We monitor the child's progress through observations logged on to a data system called Progress Matters and also through the child's learning journey which the parents have access to at all times.
- We involve all parents in the shared record keeping about their children. We begin the learning journey with an "All about me" booklet filled in by the family. We ensure parents have access to the learning journey records and also send these records home regularly to encourage parents to contribute. We include questions and a specific sheet for parents to record special achievements at home. Key persons plan activities with parents based around the child's interests.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting through regular stay and play sessions, questionnaires, family gardening days, special events and the parent led committee.
- We consult with parents about the times of meetings/ events 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 welcome the contributions of parents, in whatever form these may take. We send questionnaires regularly to parents to assess the involvement and well being of parents and monitor feedback.

- We inform all parents of the systems for registering queries, complaints or suggestions in our suggestion box and we 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 ensure we do this by providing information sheets, parent information seminars and discussion groups, the annual AGM meeting, home visits for new starters, and meetings for transition to school for leavers.

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 _____ name of setting

Held on _____ (Date)

Date to be reviewed _____ (Date)

Signed on behalf of the management

Committee _____

Name of signatory _____

Role of signatory (e.g. chair/owner) _____