

Parental involvement Policy

Policy statement

We recognise that parents are the first educators of their children. 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 strive to develop a warm relationship with parents to aid their child's emotional security, development and progress.

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

- We consult with all parents.
- We welcome the contributions of parents, in whatever form these may take.
- Policies and procedures are available for parents. A copy is kept in the reception area.
- 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 developmental records (Tapestry).
- We encourage 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.
- Where necessary 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.
- The Ladybird's half term's focus is displayed outside each baseroom.
- This provides information to help parents understand the purpose of the activities undertaken with the children. All other curriculum information is displayed in each room.
- At the start of each half-term we provide a newsletter with information on what the children will be doing, special visits or visitors and the names of any new children or staff joining the Nursery. This also includes information on how parents can support their child's learning at home.
- We inform all parents of the systems for registering queries, complaints or suggestions. All parents have access to our written complaints procedure.

This policy is also relevant to EYFS commitments 1.2, 1.4, 2.1, 2.3, 2.4 & 3.2