

10.0 Information and records

10.5 - Parental involvement

Policy statement

At L.A.S.S 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.

'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 their property

Procedures

- We have a means to ensure all parents are included – that may mean we have different strategies for involving parents who work or live apart from their children.
- With parents who live apart and still have contact with the child at nursery, we will talk to the primary carer/parent about effective communications between us and both parents; this may include email, Tapestry or communication books.
- As a new parent we understand that you may want to ring daily to find out if your child is settled, we are happy for you to this.
- We do not recommend that parents ask to talk to their children on the phone at nursery as this may cause them to become unsettled throughout the day; however we are happy to give you daily feedback if this is needed.
- We are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families. Friendly greetings every day by staff so trust is built up, developmental key person reviews with parents, noticing when parents are concerned about their children and sharing that with key person, buddy and management.

- 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 do this via our website, completing the child's enrolment form, first day pack, newsletters, e-mails, Facebook groups, letters and notices on door and notice boards.
- We appreciate feedback from parents on policy of the month which is e-mailed out. We have suggestions boxes in our entrance halls. We also periodically send out questionnaires asking for parents opinions on specific matters. Asking what are we doing well, what could we improve? We invite parents to contribute ideas when we are developing a plan for example re designing the children's outdoor space.
- We inform all parents on a regular basis about their children's progress. A summary review will be completed 6 weeks after the child has started and parents are invited to contribute to that. Parents/carers are invited to parent's evenings throughout the year and we also give verbal feedback 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 online developmental records. We invite them to 2 parent's evenings a year where they can discuss their child's development through the EYFS by looking through the child's learning diary with the key person in an individual basis and asking parents to contribute to a summary review. We also use 'wow' notes for parents to share learning and achievements from home.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting. Sending out memos inviting parents to bring their skills to nursery i.e. plays a musical instrument, speaks another language that they could read to or teach the children, attending craft sessions, or give us ideas how we could celebrate their cultural diversity i.e. Turkish tea party, Canada day, Caribbean beach party or painting Mendi patterns for Diwali.
- We inform parents about relevant training and workshops. We have done schema workshops, healthy eating, mother and father's day craft sessions and Halloween craft sessions.
- We consult with parents about the times of meetings to avoid excluding anyone. Try to make them at a time after work giving them time to put their children to bed first, and we hold craft sessions at the weekend.
- 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. If we are aware that parents are EAL, then we may talk to them verbally rather than give them literature or we may seek to get literature translated. We could also use videos of their children in nursery. We would use lots of photos to show observations and developmental progress. We would aim to have labelling in several languages reflecting the cultural diversity of the families at the time.
- We hold meetings in venues that are accessible and appropriate for all. We would normally hold any meetings in the nurseries.
- We welcome the contributions of parents, in whatever form these may take. We value our parents and would act on suggestions or feedback they give us and explain our actions via letter, e mail or feedback board or by arranging a one to one meeting. We record complaints in our 'Open complaints log book' that all parents and visitors can access.

- 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. The complaints policy is displayed on the parent’s notice board and on our website.
- 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.

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

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

Please refer to the document stating legislation and documentation that supports our policies and procedures

This policy was adopted on

Dec 2017

Due to be reviewed

Dec 2018

Signed By

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Director – Jude Evans

Area Manager - Terry Rodgers & Emma Foord