

Parental Partnership and Involvement Policy

Policy Statement - Close working between early years Staff and parents is vital for the identification of children's learning needs and to ensure a quick response to any area of particular difficulty. Parents and families are central to a child's well-being and we aim to provide a regular two-way flow of information between them and the Preschool. With this in mind staff will:

- ✎ Involve parents/carers in planning what their child will be doing at the Preschool.
- ✎ Discuss on a regular basis what each child has done during the day.
- ✎ Give information on what children have eaten, how long they have slept and any relevant toileting information if requested. Record and act on information from parents about a child's dietary needs.
- ✎ Regularly discuss progress and development along with any concerns parents or staff may have.
- ✎ Ensure that copies of the inspection report are provided to all parents.

Each child will be allocated a Key Person whose role is to help them to become familiar with the provision and to feel confident and safe, developing a genuine bond with the child (and the child's parents) and offering a settled, close relationship. If Parents/carers wish to speak to their key person or any other member of staff in private then this can be arranged.

Parents and Carers have free access to all information kept on their own child. (Except in exceptional cases where Data Protection Act 1998 stipulates it is against the best interests of the child to do so.)

We believe that children benefit most from early years education and care when parents and Preschools 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 Preschool. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early years Preschools; 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 mothers and fathers; these include 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 his property.*

Procedures

- ✎ We have a means to ensure all parents are included and welcome.
- ✎ We consult with all parents to find out what works best for them, and aim to make every effort to accommodate parents who have a disability or impairment.
- ✎ 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 Preschool 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 encourage and support parents to play an active part in the governance and management of the Preschool.
- ✎ 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 written developmental records.
- ✎ We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the Preschool.
- ✎ We consult with parents about the times of meetings to avoid excluding anyone.
- ✎ We provide information about opportunities to be involved in the Preschool in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- ✎ We hold meetings in venues that are accessible and appropriate for all.
- ✎ We welcome the contributions of parents, in whatever form these may take.
- ✎ 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.
- ✎ Information about a child and their family is kept confidential within our setting. 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 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 at the commencement of a place according to an agreed plan.
- ✎ We seek parents' views regarding changes in the delivery of our service.
- ✎ Parents are actively encouraged to participate in decision making processes according to the structure in place within Preschool
- ✎ We encourage parents to become involved in the social and cultural life of the setting 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.
- ✎ 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.
- ✎ 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 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.

In compliance with the Safeguarding and 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 Pickering Pre-School Playgroup held on 31st August 2023.

Date to be reviewed – Before end of August 2024.

Signed on behalf of the management committee

Name of signatory – Richard Allenby (Chairperson).