

Parental involvement

Policy statement

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 year's 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 his property

Procedures

- We have a means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children.
- We consult with all parents to find out what works best for them.
- 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 (RDS, Two year old checks etc)- either formally or informally - and ensure parents have access to their children's developmental records.
- We use daily dairies to keep parents informed about their child but once a child turns three, we will verbally discuss your child with you. Daily diaries will continue for babies, toddlers and children who have disabilities.
- 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.
- 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.
- Daily / weekly correspondence is sent to the parents via Family.

This policy was adopted on the 2 September 2011.

It will be reviewed 2 September 2012 or if something happens that requires the policy to be changed

Reviewed on 15 October 2013

Reviewed on 5 October 2014

Reviewed 20th January 2015

Reviewed 26th February 2016

Reviewed 29 March 2017

Reviewed 26 October 2017

Reviewed 28th October 2018

Reviewed 02 Sept 2019

Reviewed 31 March 2020

Reviewed 23rd August 2021

Reviewed 3rd February 2022

Reviewed 13th June 2022

Reviewed 27th April 2023

Reviewed 2nd January 2024