



1.7 Parental Involvement

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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 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 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. This is done by having an 'open door policy' where parents can speak to members of staff during the day.
- 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 can understand any information that is given to them.
- We encourage and support parents to play an active part in the governance and management of the setting.
- We inform all parents on a regular basis about their children's progress. This would be by having events where the parents are able to visit the Pre-school and speak to the child's key person, as well as parental access to our online learning journals via Tapestry (see our Tapestry Policy).
- We involve parents in the shared record keeping about their children 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 setting.
- We consult with parents about the times of meetings to avoid excluding anyone.

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- 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 hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, that helps with the development of their child's learning and positive running of the setting.
- 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 complaint's procedure.

Other Documentation

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

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