



General Welfare Requirement: Organisation

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

Working in Partnership

Parental Involvement

Policy statement

We believe that parents are the first and lifelong educators of their children and that the best outcomes for children can be met when we work in partnership with parents. Part of our ethos is that parents are the experts on their children.

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. We ensure all parents are included.

We work hard to reach those parents that are harder to reach whether through work commitments, family break up etc. For example we will give them access to their child’s online Learning Journal, where they can leave comments.

When we refer to ‘parents’ we mean both mothers and fathers, including those in same sex relationships; these include birth parents, step-parents, adoptive parents, parents who do not live with their children, but have contact with them and 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.*

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child	4.1 Play and exploration

Procedures

We make the following information available to parents: mainly through our website and parents notice board:

- How we deliver the EYFS (2014) and EYFS Guide for Parents
- Range of activities and experiences for children
- Tapestry Online Learning Journals provide Parents with direct access to their child's assessments and developmental progress. Parents can also add their own contributions to these.
- How we support children with special educational needs via our policy 'Supporting Children with Special Educational Needs' and our Local Offer for children with SEND.
- General termly information via newsletters.
- Details of all our policies – a full list of our policies is available on the Parents notice board in the lobby and on our website.
- Full details of all staff and Directors
- Pre School contact details
- Our duty of care to safeguard children and our responsibilities under the Prevent Duty

What do we do?

Our first point of contact is when we give prospective parents a tour of our setting, where we take time to answer questions and provide general information.

- We have 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.
- The Key Person follows out the settling in process on a child's first day and thus starts a parental partnership
- 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 encourage and support parents to play an active part in the governance and management of the setting by advertising to all parents any vacancies on our Board of Directors.
- We inform all parents on a regular basis about their children's progress via home contact books, informal chats, Tapestry online Learning Journals and the 2 year progress check.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting as well as how to support their children at home.
- We inform parents about our events, workshops and training.
- We individually consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved with us 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 all contributions from parents.
- 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 organise fundraising events which are a great way to mix with parents informally.

This Policy was reviewed by	Fiona Wilson – Supervisor
Adopted by	Rotherfield Pre-school Staff and Directors
Read and agreed by	
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