



Rainbow Teddies Pre-school Policy Document

Parental Involvement

Safeguarding and Welfare Requirements:

9) Equal Opportunities

10) Information and Records

Empty space for notes or details under Safeguarding and Welfare Requirements.

EYFS Key Themes and Commitments:

A Unique Child

Positive Relationships

Enabling Environments

*Learning and
Development*

Large grey rectangular area for detailing commitments under each EYFS theme.

This policy was adopted at a meeting on:

Review Date:

Signed: on behalf of the Management Committee

Print Name: Position:
.....

Signed: Pre-school Manager



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Parental Involvement

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 enduring educators; by involving them in their children's education and in the full life of the setting.

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 endeavour to include all parents. 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, responsibilities and authority which by law a parent of a child has in relation to the child and his/her 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 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 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.
- 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 setting.
- We inform parents about relevant conferences, workshops and training.
- 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- with support/advice from the local authority *Early Years Team* as/when appropriate.
- 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- all parents have access to our written complaints procedure (*Parent Area* in cloakroom).
- 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.
- We will make all new parents/carers aware of the pre-school's systems and policies through the *Information Booklet* and/or word of mouth. We hope to make more information available via the pre-school web-site over the coming months.
- We will make all new parents/carers aware of the pre-school's *Open Door Policy* through the Information Booklet.