



Parent Involvement Policy

We believe that children will benefit most from early years education and care when parents and settings work in partnership together. When we refer to parents, we mean fathers, mothers both birth or natural parents as well as step parents and parents who do not live with their children but have contact with them and are part of their lives. We also mean same sex parents and foster parents.

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 build a feeling of trust and supportive partnership. A good two-way flow of information will help the child's wellbeing and also their development and progress. We also aim to support parents in their own continuing education and personal development.

We will aim to do this in the following ways:

- Each child is assigned a Key Worker as your first point of contact
- Develop strategies to include all parents
- We consult with all parents to find out what works best for them
- Ensure there is an ongoing dialogue with parents to improve our knowledge of the needs of the children and to support their families
- Inform all parents on how the setting is run and of our policies through access to written information and through regular informal communication. We check to ensure parents understand the information given to them
- Encourage and support parents to play an active part in the governance and management of the setting
- Inform parents on a regular basis about their child's progress and that they have access to their development records (both paper and electronic)
- Provide opportunities for parents to contribute their own skills, knowledge and interest to the activities of the setting. These opportunities are accessible to all needs and whether English is an additional language
- Consult with parents about the times of meetings to avoid excluding anyone
- Welcome contributions of parents in which ever form these may come
- Provide opportunities for parents to learn about the curriculum offered in the setting (EYFS) and about young children's learning in the setting and at home.
- Offer termly 1 to 1 chats (key worker and parent) to share more details on children's learning and progress

Procedure for the staff to follow to ensure effective implementation of this policy:

- Staff are to ensure records of their key children are kept up to date
- The manager and deputy are responsible for regular monitoring to ensure quality and consistency and to provide support for staff.
- Do not write anything down that you would not be willing to share with parents.
- Always write clearly and try to ensure that spelling and grammar is correct.

- All staff are expected to attend parent's evenings and open days in order to build positive relationships and encourage future involvement.
- Each key worker has the responsibility to work in partnership with parents on the 2 year progress check and on transition documents.

Parent Helpers

We encourage parents to take an active interest in their child's pre-school education. Children love to share their experiences with parents, it increases confidence and most children appreciate an extra adult around to play with, talk to and share experiences. We welcome parents in as 'parent helpers' so they can experience a typical pre-school morning/afternoon.

Parents are asked to play with and generally assist their child (and any others) as they wish. Parents will not be left alone with children or asked to perform any intimate care practices on any child other than their own. Parents will be encouraged to be part of snack/lunch times, tidying up and to generally join in with the rhythm of the session.

Parents maybe ask to join us on a walk/trips. Staff will ensure parents know the plan and what it is they are required to do.