



Parental involvement

Policy statement

At Little Squirts we believe that children benefit most from early years education and care when parents and settings work together in partnership. 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.

The Children Act (1989) defines parental responsibility as 'all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property'.

Our intention

We intend 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 our setting. We also aim to support parents in their own continuing education and personal development.

We recognise that 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 that all parents are included.

Procedures

At Little Squirts parents are made to feel welcome; they are greeted appropriately, there is adult seating and provision for refreshment if necessary. We make every effort to accommodate parents who have a disability or impairment and will communicate separately to parents that live apart if this is requested. We consult with all parents to find out what works best for them. As far as possible our service is provided in a flexible way to meet the needs of parents without compromising the needs of children.

We have a key worker system which allows for an on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families and where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs. Information about a child and his or her family is kept confidential within our setting, the exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child's development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child. Reference is made to our Information Sharing Policy on seeking consent for disclosure.

The expectations that we make on parents are made clear at the point of registration, our expectation is that parents will participate in settling their child at the commencement of a place and will work closely with us to ensure the best outcomes for their child. 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 and seek parents' views regarding changes in the delivery of our service, actively encouraging them to participate in decision making processes according to the structure in place within our setting. We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents have access to our written complaints procedure.

We seek parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.

Where applicable, our key persons work with parents to carry out any agreed tasks where a Protection Plan is in place for a child and 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 learn about the curriculum offered in the setting and about young children's learning, in the setting and at home, encouraging them to take part in activities suggested by us that link to our topics in the setting. We have an open door policy and encourage

parental involvement in supporting their child’s learning in the setting: informally through helping out or taking part in activities with their child, or through structured projects engaging parents and staff in learning about children’s learning.

We welcome the contributions of parents, in whatever form these may take.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is also in place at our setting:

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

This policy was adopted by Little Squirts Preschool on 29th July 2019 (review date 1st July 2020)

Signed.....

Name.....

Role.....