

## 10.5 Parental Involvement

### Policy statement

At Filton Park Pre-School Playgroup 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.

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 and working parents. In carrying out the following procedures, we will ensure that all parents are included where possible.

When we refer to 'parents' we mean mothers and fathers, both natural or birth parents, as well as step-parents, adoptive parents, parents who do not live with their children but have contact with them and play a part in their lives, same sex parents and 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*'.

### Procedures

- we seek to ensure all parents are included - that may mean we use a variety of different strategies
- 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 by joining the Committee
- 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 invite 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
- 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, in whatever form these may take
- 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 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.

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

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

This policy was adopted at a meeting of	Filton Park Preschool Playgroup	<i>name of provider</i>
Held on		<i>(date)</i>
Date to be reviewed	Nov/Dec 2020	<i>(date)</i>
Signed on behalf of the provider		
Name of signatory	Adrian Reed	
Role of signatory (e.g. chair, director or owner)	Chair	

### **Other useful Pre-school Learning Alliance publications**

- Complaint Investigation Record (2012)
- Engaging Mothers & Fathers (2010)
- Safeguarding Children (2010)
- Looking at Learning Together (2005)
- The First and Foremost Series (2008)