



Parental involvement policy

Statement of intent

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.

'Parental responsibility' is defined as 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.

Aim

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 also aim to support parents in their own continuing education and personal development.

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 all parents are included.

Method

We will meet these aims through the following procedure whereby we:

- ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families
- inform all parents about how the setting is run and its policies through access to written information and through regular informal communication (newsletters).
- encourage and support parents to play an active part in the governance and management of the setting
- inform all parents on a regular basis about their children's progress
- 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
- provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting
- hold meetings in venues that are accessible and appropriate for all
- welcome the contributions of parents, in whatever form these may take
- 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

