



Parental involvement

Safeguarding and Welfare Requirement: Information and Records

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to ensure the needs of all children are met.

Policy statement

We believe that children benefit most from early year's 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 our setting. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early year's 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.

When we refer to 'parents', we mean both mothers and fathers; these include both natural or birth parents, as well as stepparents 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*'.

Procedures

- Parents are made to feel welcome in our setting; they are greeted appropriately.
- We have a means to ensure all parents are included - that may mean that we have different strategies for involving fathers, or parents who work or live apart from their children.
- We make every effort to accommodate parents who have a disability or impairment.
- We consult with all parents to find out what works best for them.
- We ensure on-going 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, including our Safeguarding *Children and Child Protection* policy and our responsibilities under the Prevent Duty, and through regular informal communication. We check to ensure parents understand the information that is given to them.
- Information about a child and his or her family is kept confidential within our setting. We provide parents with a privacy notice that details how and why we process your personal information. 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.
- We seek specific 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.
- The expectations that we make on parents are made clear at the point of registration.
- We make clear our expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
- We seek parents' views regarding changes in the delivery of our service; we welcome comments about our setting and any suggestions for topics, visitors to the group or improvements in our procedures, these will be given serious consideration, parents can use the home contact book for this purpose. Any comments or suggestions made will be answered enormously through our FAQ that are posted on the pre-school website or if personal to the specific family, these will be addressed personally, and if appropriate changes will be made.
- Parents are actively encouraged to participate in decision making processes according to the structure in place within our setting; by providing opportunities to discuss together relevant issues concerning the services we provide, through feedback forms, home contact books and during committee meetings.
- We encourage parents to become involved in the social and cultural life of the setting and actively contribute to it.
- 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 provide sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
- We have an open-door policy so our key persons can meet regularly with parents to discuss their child's progress and to share concerns if they arise. (Parents can come in and talk with their key person in the morning or afternoon between 9.15- 9.30 or 12.15-12.30 and if they would like to have a longer session, they can book a suitable time with their key person). The pre-school also operates a parent stay and play system, whereby parents can choose to come in for a session to join in with their child and help in the setting.
- Where applicable, our SENCO and a child's key persons will work with parents to carry out an agreed plan to support special educational needs.
- Where applicable, our key persons work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- 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; The key person will share

the children's learning journeys with the children's parents, welcoming parents' input, suggestions, ideas and achievement that their child has made at home.

- The children's key person will suggest home learning ideas so the children can build on their pre-school learning at home.
- We provide opportunities for parents to contribute their own skills, knowledge, and interests to the activities of the setting.
- We support families to be involved in activities that promote their own learning and well-being, informing parents about relevant conferences, workshops, and training, via our Facebook feed, newsletter or leaflets.
- 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; making every effort to provide an interpreter for parents who speak a language other than English and to provide translated written materials.
- 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 complaint's procedure (this can be found on our website under the policies heading)
- 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. There are opportunities for parents to take active roles 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.

Information for Parents

- Information about the Pre School will be given to parents on request or before their child starts at the Pre School, including the parent information pack, Our day a pre-school leaflet and our 'Keyperson leaflet.'
- Parents will be informed who their child's key person will be and the role they will play in their child's education and care, and parental support with relevant issues that may arise.
- We have a website with useful information, covering issues on; health issues, local groups, self-help and information including our curriculum, policies and procedures. We also provide a termly newsletter which includes a parent information board with up-to-date guidance of development and health and safety issues.
- At the beginning of the new school year all parents are given term dates, newsletters, and in addition to these new parents are given an information pack.

The Exchanging of Information

- The Pre School will give parents regular information via the home contact book, and Facebook feed, to keep them informed of the Pre School activities, parents are asked to make comment and suggestions, via the comments box on the weekly newsletter.
- We use different forms of information sharing such as, feedback forms (sent out termly), all about my child (when the child starts) forms, other setting forms, change in detail forms.

- Parents are encouraged to use the home contact books to tell us important information, ideas and their child achievements at home.
- Parents are invited to discuss their child's progress at any time.
- A copy of our OFSTED report and action plans will be available to all Parents via the website.

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

- Admissions Policy.
- Complaint's procedure.
- Record of complaints.
- Developmental records of children.

This policy was adopted by	Chipstead Pre-School	<i>name of provider</i>
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On	January 2021	<i>(date)</i>
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Date to be reviewed	18/01/2022	<i>(date)</i>
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7/5/2023 Reviewed

18/04/2024 Amended

Signed on behalf of the provider	
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Name of signatory	
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Role of signatory	
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