

BEETLEY & DISTRICT PRESCHOOL

Registered as a Charity Number 1181636

Parental Involvement

Policy statement

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 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 aim to ensure all parents are included.

When we refer to 'parents' we mean both mothers, fathers and main carers; these include both natural or birth parents as well as step-parents, adoptive and foster parents, same sex parents and parents who do not live with their children but have contact with them and play a part in their lives family members who have the responsibility for the children and are looking after them under 'Kinship Carers'.

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 require contact information for all adults who have parental rights for the child to be completed on the child's registration form.
- Where contact information is included for parents who work or live apart from their children, we will endeavour to keep them up to date with information about the Preschool activities and their child's progress.
- We consult with all 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 inviting them to join the Preschool committee or attend the meetings.
- We invite parents to use the online record keeping system 'Family', where they are able to access information with regards their child's learning and development within the preschool and add their comments.

Reviewed & adopted at meeting 7th July 2022

Version 4

- We invite parents to contribute their own skills, knowledge and interests to the activities of the setting, by volunteering to attend sessions.
- We inform parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings and where possible offer alternative times, to avoid excluding anyone.
- We offer to hold meetings in venues that are accessible and appropriate for all.
- Where it is not possible for parents to attend the preschool we offer video calls during preschool operating hours, with the preschool manager and their child's key person.
- We welcome the contributions of parents in whatever form these may take.
- 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.
- We 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.

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.
 - We hold regular family activity sessions to encourage families to join in with their child's learning. (During Covid-19 this is suspended but we are adding information on to Family for families to engage in)

Being 2 in Norfolk: The Shared Review

The Shared review is for all two year old children who attend an Early Years setting. It brings together two assessments – the 'Early Years Foundation Stage Progress check at age 2', which is completed for all children attending a setting and the 'Two Year Health Review' that all children receive, and which is completed by a Health Visitor.

- The key person carries out the progress check at age two, between the child's second and third birthday, in accordance with any local procedures, that are in place and referring to the supporting guidance from The Department for Education publication "The Progress Check at age 2 – Non Statutory guidance for the Early Years Foundation stage.
- The progress check aims to review the child's development in the three prime areas of learning and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected. They will discuss this with the child's parent/carer and ask for them to add their own comments.
- Parents will be asked to bring in their child's red book and the key person will fill in form 37a, informing the child's Health Visitor that the progress check has been done and if there were any concerns.
- Practitioners will also need to seek parents/carers agreement to share the progress check with NCC Children's Services by asking them to sign the Informed Consent Form.
- The progress check will describe the actions that will be taken by the setting to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s). The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance development at home.

Signed:

Chairperson

Manager

Date:

Date for next Review: