



## Partnership

## Parental involvement

### Policy Statement

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

Some parents are less well represented in early year 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.

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 *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*. (For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance's *Child Protection Record* publication.)

### Procedures

- We have a means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children.
- 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, as well as weekly newsletters. We check to ensure parents understand the information that is given to them.
- We encourage and support parents to play an active part in our Parent Teacher Association (PTA).
- We inform all parents on a regular basis about their children's progress through formal/informal discussions during dropping off and picking up time.
- We encourage parents in the shared record keeping about their children using our online journal Tapestry.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting by inviting them to come in and share with the children.
- We inform parents about relevant conferences, workshops and training.
- We consult with parents about the suitable times for meeting up, always try to avoid excluding anyone.
- We share information on opportunities provide by the Local Authority for self development accessible to parents for basic skills needs in particular those for whom English is an additional language and single parents.
- 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 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 through our weekly email.

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

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

This policy was adopted and practiced at	<b>Village Montessori Nursery School Ltd</b>
Effective date	July 2021
Review date	July 2022
Name of the manager who prepared	Mrs Kwai Fong Purchase

Read and acknowledge by member of staff	Cristina (Deputy), Vicky, Svitlana (Room Leader), Magdalena
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#### **Other useful Pre-school Learning Alliance publications**

- Child Protection Record (2007)
- Looking at Learning Together (2005)
- Summary Complaints Record (2006)