



36. Parental involvement

Ducklings pre-school policy statement

We believe that children benefit most from early years education and care when parents and pre-school 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 pre-school. 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.

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.

The Children Act (2004) 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 pre-school and they are greeted appropriately and there is provision for refreshment.
- We have a means to ensure all parents are included - where reasonable we put into place 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 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 pre-school is run and its policies through access to online information, written information, including our Safeguarding Children, Young People and Vulnerable Adults policy (2) 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 pre-school. We provide you 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. Reference is made to our Information Sharing Policy (40) on seeking consent for disclosure.
- 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.
- We encourage and support parents to play an active part in the management of the pre-school.
- We seek parents' views regarding changes in the delivery of our service.
- Parents are actively encouraged to participate in decision making processes according to the structure in place within our pre-school.
- We encourage parents to become involved in the social and cultural life of the pre-school 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 hold parents evenings once a term and meet regularly with parents to discuss their children's progress and to share concerns if they arise.
- Where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs and/or disabilities.
- 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.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the pre-school.
- We support families to be involved in activities that promote their own learning and well-being; informing 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 pre-school 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 translated written materials.
- We provide information about opportunities to be involved in the pre-school 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 check to ensure these are understood. All parents have access to our written Complaints procedure (42).
- We provide opportunities for parents to learn about the curriculum offered in the pre-school and about young children's learning, in the pre-school 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.

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

- Admissions policy (34)
- Making a complaint policy (43)
- Record of complaints (on window sill next to the Policies and Procedures folder)
- Developmental records of children (available from the child's key person)

This parental involvement policy was adopted by	NGCA Ducklings pre-school
On	27 th March 2023
Date to be reviewed	26 th March 2024
Signed on behalf of the management committee	
Name of signatory	Tristan Woolfenden
Role of signatory	Chairperson