

**Under Fives Roundabout
Parental Involvement
Policy
Policy No: 4.4**

Last reviewed: November 2009

To be reviewed by: November 2010

Responsible member of staff: Sam Capes

Responsible member of committee:

4.4. Parental involvement policy

Statement of intent

We believe that children benefit most from early years education and care when parents , carers and settings work together in partnership.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2. Inclusive practice 1.4. Health and Well-being	2.1. Respecting each other 2.3. Parents as partners 2.3. Supporting learning 2.4. Key person	3.2. Supporting every child	

Aims

1. To support parents as their children's first and most important educators.
2. To involve parents in the life of the Pre-School/Playgroup and their children's education.
3. To support parents in their own continuing education and personal development
4. To communicate with a child's other carers, such as childminders and other settings

Method

In order to fulfil these aims:

1. we are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families;
2. through access to written information and through regular informal communication (e.g. Operational file, parent information folder, newsletters, phone calls, email, website, internal and external noticeboards), we inform all parents about how the group is run and its policies. We check to ensure parents understand the information which is given to them;
3. we encourage and support parents to play an active part in the governance and management of the Pre-School/Playgroup by joining the committee or 'sub-committees' such as fundraising groups for specific events;
4. we inform all parents on a regular basis about their children's progress, both verbally and through sharing learning journeys, consultations, etc and more recently through the introduction of individual communication jotters;
5. 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 records;
6. we provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the group;
7. we inform parents about relevant conferences, workshops and training by posters, displaying leaflets, noticeboards and email;
8. we consult with parents about the times of meetings to avoid excluding anyone;
9. we provide information about opportunities for being involved in the Pre-School/Playgroup in ways which are accessible to parents with basic skills needs, or those for whom English is an additional language;
10. we hold meetings in venues which are accessible and appropriate for all;
11. we welcome the contributions of parents, in whatever form these may take;

12. 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; and
13. we provide opportunities for parents to learn about the Early Years Foundation Stage and about young children's learning, in the Pre-School/Playgroup and at home.
14. With parental permission we promote communication between settings and childminders should a child attend more than one setting or carer.

In compliance with the EYFS standards, the following documentation is in place:

- admissions policy;
- complaints procedure;
- record of complaints; and
- activities provided for children.

Up-dated and agreed by staff and committee, March 2009
Reviewed September 2009