

General Welfare Requirement: Organisation

Glebe House School Early Years Staff must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

Partnership

4.5 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. 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 (1989) defines 'Parental responsibility' as *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, please refer to this government website - <https://www.gov.uk/parental-rights-responsibilities/who-has-parental-responsibility>)

EYFS key themes and commitments

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|----------------|------------------------|-----------------------|--------------------------|
| A Unique Child | Positive Relationships | Enabling Environments | Learning and Development |
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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. 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 setting, through daily conversations, questionnaires, comment box and news letters.
- We inform all parents on a regular basis about their children's progress.
- 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 setting.
- We inform 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 setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- We hold parents evenings within the nursery or school which are accessible and appropriate for all at least twice a year.
- 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 and at home.
- Parents are invited to join our Parents Committee, or just become involved in the events they organise to raise money either for the school and nursery or for charity.

- We also have an EYFS subcommittee group which is made up of staff, governors and parents to ensure that parents' views are taken into account within our setting and are reported to the Governing body via the EYFS chair who is a governor.

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.

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| This policy was adopted at a meeting of | Glebe House Trust Nurseries | name of setting |
| Held on | May 2021 | (date) |
| Date to be reviewed | May 2022 | (date) |
| Signed on behalf of the management committee | | |
| Name of signatory | Susie Pull | |
| Role of signatory (e.g. chair/owner) | Area Manager Glebe Trust Nurseries | |

Useful publications or links

- Looking at Learning Together (2005)
- NDNA - https://www.ndna.org.uk/NDNA/Community/myNDNA/blog/2019/Positive_relationships_with_parents.aspx