

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

Last reviewed: May 2023

To be reviewed by: May 2024

Responsible member of staff: Dana Harrison

Signed: Date: .../.../2020

Responsible member of committee: Grace Hawes

Signed:  Date: 21/06/2024

4.4.
Par
ent
al
inv
olv
em
ent
pol
icy

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	

Statement of intent

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

Aims

1. To support parents as their children's first and most important educators.
2. To involve parents in the life of the Preschool 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. Tapestry, email, zoom meeting, 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 Preschool 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 by ensuring the childrens' online Tapestry journals are regularly updated. We also provide consultations when parents come into the setting as parent helpers and offer alternative mutually agreeable dates for those unable to help.
5. We invite parents to contribute their own skills, knowledge and interests to the group by inviting them to provide activities in areas of their own specialities and visit the setting throughout the year;
6. We inform parents about relevant conferences, workshops and training by posters, displaying leaflets, noticeboards and email;
7. We consult with parents about the times of meetings to avoid excluding anyone;
8. We provide information about opportunities for being involved in the Preschool in ways which are accessible to parents with basic skills needs, or those for whom English is an additional language;

9. We hold meetings in venues which are accessible and appropriate for all;
10. We welcome the contributions of parents, in whatever form these may take;
11. 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
12. We provide opportunities for parents to learn about the Early Years Foundation Stage and about young children's learning, in the Prechool and at home.
13. With parental permission we promote communication between settings and childminders should a child attend more than one setting or carer.