



Registered Charity No: 1038425
Village Hall, Newport Road, Hanslope, MK19 7NZ
www.hanslopepreschool.org

Parents/Carers and Outside Agencies Involvement Policy

Date reviewed: 24.09.2021

Policy statement

We believe that children benefit most from early year's education and care when parents and settings work together in partnership.

We believe that parents are children's first and most enduring educators and our practice aims to involve and consult parents on all aspects of their child's well-being.

We also recognise the important role parents must play in the day-to-day organisation of the provision.

Some parents are less well represented in early year's 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 fathers and mothers; 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.

We also seek to involve those caring for children on a regular basis (e.g., grandparents) in the life of the Pre-school and, where appropriate, the following procedures will also apply to carers.

The Children Act (1989) *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'*. (For a full explanation of who has parental responsibility, refer to the Early Years Alliance publication Safeguarding Children).

Procedures

We consider parents views and expectations and will give the opportunity to be involved in the following ways:

- sharing information about their child's needs, likes, achievements and interests
 - settling in their child to the agreed plan according to our settling in procedures
 - taking part in children's activities and outings
 - contributing with ideas or resources as appropriate to enhance the curriculum of the setting
 - taking part in early learning projects, sharing with practitioners' knowledge and insights about their child's learning
 - contributing to assessment with information, photos and stories that illustrate how their child is learning within the home environment, taking part in day-to-day family activities
 - taking part in discussion groups
 - taking part in planning, preparing, or simply participating in social activities organised within the setting
- 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 make every effort to accommodate parents who have a disability or impairment.
 - We consult with all parents to find what works best for them.

- We ensure on-going 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 written information, including our Safeguarding and Child Protection policy 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 setting. 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 the child's development that need to be shared with another agency.
We will seek parental permission unless there are reasons not to protect the safety of the child. Reference is made to our Information Sharing policy on seeking consent for disclosure.
- We seek specific parental consent to administer medication, take the child for emergency treatment, take a child on an outing, and take photographs, videos, or sound recordings for the purposes of record keeping.
- The expectations that we make on parents are made clear on the point of registration.
- We encourage and support parents to play an active part in the governance and management of the Pre-school.
- We provide enough opportunity for parents to share necessary information with keyworkers/Practice Manager or Deputy Practice Manager and this is recorded and stored to protect confidentiality.
- We inform all parents on a regular basis about their children's progress and hold parental consultations at least once a year.
- Where applicable our key persons/Practice Manager or Deputy Practice Manager work with parents to carry out an agreed plan to support special educational needs.
- Where applicable our key persons/Practice Manager or Deputy Practice Manager 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 online developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge, and interests to the activities of the Pre-school.
- We inform parents about relevant conferences, workshops, and training.
- 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 written translated materials for parents who speak a language other than English if required.
- We hold meetings in venues that, as far as possible, are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take, e.g., helping at fundraising events or helping during sessions.
- 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 complaint's procedure and Ofsted contact details.
- 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 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 also in place at our setting:
 - Admissions Policy.
 - Complaints Procedure.
 - Record of complaints.
 - Developmental records of children using the online app Tapestry.

Partnership and signposting to other agencies

We are committed to ensuring effective partnership with other agencies including:

- local authority early years services about the EYFS, training and staff development
- local programmes regarding delivering children's centres or the childcare element of children's centres
- social welfare departments regarding children in need and children who need safeguarding or for whom a child protection plan is in place

- child development networks and health professionals to support children with disabilities and special needs
- local community organisations and other childcare providers
- Ofsted and setting contact details are made available to other agencies who have a complaint that cannot be resolved with the Setting Manager in the first instance, or where a parent is concerned that the EYFS welfare standards are not being maintained.

This policy was adopted by Hanslope Pre-school on 24th September 2021

Date to be reviewed 24th September 2022

Signed on behalf of Hanslope Pre-school

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By DWatson Chairperson on 19/10/21

Other useful Early Years Alliance publications

- Complaint Investigation Record (2015)
- Engaging Mothers & Fathers (2010)
- Safeguarding Children (2013)
- The First and Foremost Series (2008)
- Play cards for the Home Environment (2016)

Legal references

Childcare Act 2006

Education Act 2011