

Policy 10.2

Fazeley Pre-school Policy for Working in Partnership with Parents

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

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.

'Parental responsibility' is *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.*

Our aim

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.

Method

To fulfil these aims 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.
- consult with all parents to find out what works best for them.
- are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families;
- meet with parents regularly to discuss their child's needs and interests so that they can be included in planning
- 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;
- encourage and support parents to play an active part in the governance and management of the setting;
- inform all parents on a regular basis about their children's progress;
- 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;
- provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting;
- inform parents about relevant conferences, workshops and training;
- consult with parents about the times of meetings to avoid excluding anyone;
- 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;
- hold meetings in venues that are accessible and appropriate for all;
- welcome the contributions of parents, in whatever form these may take;
- 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
- 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.

In compliance with the EYFS, the following documentation is in place: admissions policy; complaints procedure; record of complaints; and activities provided for children.

This Policy was adopted on April 21st 2001 and reviewed at a meeting of Fazeley Pre-school Committee on November 9th 2016
It will be reviewed again in November 2018 unless it is considered necessary beforehand because of changes in legislation etc.

Signed on behalf of Fazeley Pre-school Committee

Maria Haden
Chairperson