



Parental Involvement Policy

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

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

In order to fulfil these aims we:

- are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- Inform all parents about how the setting is run and its policies through access to written information, our website and through regular informal communication. We check to ensure parents understand the information that is given to them.
- 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.
- Parents will have access to their child's learning journey on Tapestry. They are encouraged to look at this regularly, add comments etc. They can also access home learning ideas too.
- 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 or where to seek information about in local opportunities for such activities and events.
- 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 complaint's 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 accordance with the Early Years Foundation Stage curriculum and national strategies, practitioners follow the Positive relationship commitment.

Practitioners monitor the nurseries practice by asking for feedback from parents, sometimes in the form of questionnaires. Other forms of feedback may be within parent's evenings, SEN meetings, behavior meetings and general discussions. The nursery is reflective in our practice, and we welcome any new or varied ideas.

Practitioners will share observations of the children on their Tapestry account, write reports, memos and complete daily care diary's in the baby room. We will also share any home learning activities that parents can support their child's next step at home.

Practitioners create a welcoming atmosphere with approachable staff to help to create effective communication.

Effective communication means there is a two-way flow of information, knowledge and expertise between parents and practitioners.

Practitioners recognize that all communication is important, including gesture, signing and body language. Actions can speak louder than words.

Posters, pictures, and other resources are on display to show the setting's positive attitudes to disability, and to ethnic, cultural and social diversity. They will help children and families to recognize that they are valued.

Newsletters are sent termly to inform parents of notices, events and changes within the nursery.

Facebook posts are added regularly for general information, reminders and support. On the private Facebook group photographs and videos can be added with parents permission.

Home support bags can be borrowed by a parent if they require more support with a certain area of their child's learning. They are: New Baby, Tooth hygiene, Weaning, Communication and language 0-2 years, communication and language 2-3 years and communication and language 3-4 years and toilet training.