



Next Steps Pre-school of Elms Vale, Church Road, Dover, CT17 9LW

Tel: 01304 226234

Registered Charity No. 1156391

## Parental involvement/ partnership

### Policy Statement

Parent/carers need to know how the EYFS 2023 is being delivered in the setting and how parent/carers can access more information

<https://www.gov.uk> Early years foundation stage

Parent/carers need to know the range and type of activities and experiences provided for their children, daily routines of the setting, and how parents and carers can share learning at home. This is done via a planning for the children which is on the parent/carer's education board, newsletters will also inform parents of any new information and the key person will be working closely with the family unit and assessing and monitoring their child's learning and development and informing the parents of any issues.

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 setting; 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 and birth parents as well as stepparents 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 child has in relation to the child and his property.*

### 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 the name of their child's key person and their role also 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 governance and management of the setting

We inform all parents on a regular basis about their children's progress and how they can share learning at home

We involve parents in the shared record keeping about their children – either formally or informally – and ensure parents have access to their children's developmental records.

We provide opportunities for parents to contribute their own skills, knowledge, and interest to the activities of the setting.

We inform parents about relevant conferences, workshops, and training or if the setting knows they are being inspected they would be notified and after an inspection copy of the report would be given to all parent/carers

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 whom English is an additional language.

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 complaint's 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.

In compliance with the EYFS 2023, the following documentation is in place:

Admissions policy

Complaint's policy and procedure

Learning and Development policy

This policy was adopted in Sept 2023

Date to be reviewed Sept 2024

Signed on behalf of the management committee

Name of signatory Virginia McCarthy

Role of signatory Manager

