

9 PARENTAL INVOLVEMENT POLICY and procedures

The setting believes that the best way to care for children and promote their education is to work in partnership with parents. (The word 'parent/parents' will be used throughout the policy but will be translated as being the sole person/people legally responsible for the child.)

OUR AIMS -

To encourage parents to be involved in the pre-school in all aspects.

To work along side parents offering support knowing they are the child's first educators.

To help and encourage parents to meet their own educational needs.

To offer help to families in supporting their children learn through play.

We require parents to read, understand and uphold the pre-school's Policies and Procedures.

They contain the legal requirements and written guidelines that combine to make the pre-school a safe environment for everybody. If you have any difficulties, understanding or reading them, please ask the playleader for assistance. As extended role models it is suggested other family members and carers also have an understanding of the policies and procedures. They are always available and a general over view can be read in the prospectus. This also includes all documentation required for the National Standards.

Our keyworker system enables parents to be involved constantly with their child's development.

In autumn 2000 we upgraded our assessment procedure to link directly into the DfES Foundation Stage. The pre-school runs a keyworker system. This ensures each child is linked with an experienced adult practitioner to enable their individual needs to be met. Detailed information about our keyworker system will be forwarded to parents once the child starts. All keyworker files are confidential. Parents are welcome to view their child's file before or after a session with the child's keyworker, a playleader or the keyworker coordinator. Your child will receive Reviews of Progress throughout their time with us, and your comments and co-operation is both important and beneficial for their growth. The file collated while your child attends pre-school will contain items and paperwork that they have produced. We will also complete another transfer document that will need to be forwarded to their next educator when they leave.

We treat all parents with respect and expect the same from them towards others.

If you need to complain about anything, go directly to the Playleader to make your concerns known. If the complaint is about them go directly to the parent chairperson. Most complaints can be resolved instantly. If this is not the case, you will need to follow the complaint procedure.

As role models for your children, in and around the pre-school we ask you not to shout or use physical punishment. Children learn from example and our behaviour policy follows a correct procedure. We encourage the children to treat others the way they would like to be treated themselves.

We would ask that you bring and collect your child **promptly**. This enforces good practice and ensures the children do not get upset if they are left waiting (before or after everybody else). This is particularly important when they are new to the setting. If your child is being collected by anybody other than the persons named on the admissions form, the playleader needs to be informed. Please see our child protection policy and procedure for information about children that are not collected.

Parental involvement is a very valuable asset to the pre-school and the children.

Children are very proud if and when their parents, families and carers are able to be involved with the pre-school. Contributions can be made in many different ways. If you have an occupation, culture, special talent, health information, religion, etc. that you could share with us then perhaps you could attend a session and show us a display, demonstrate or give a talk. We can appreciate it is not possible for all parents to contribute in this way but we are always in need of donations of craft resources, paper, small safe items for junking and/or raffle prizes.

Parents are welcome in the pre-school and are encouraged to join in every aspect of the pre-school. A parent committee runs the pre-school.

Parents, families and carers are encouraged to join in every aspect of the pre-school such as events, help with fund raising, offering their expertise, joining the committee, generally be involved, and being part of the partnership in the group.

We are always looking for new committee members and helpers. This is not a full time commitment and any time available is valued. We offer meetings and events at various times and venues to ensure everybody can be involved.

Through expanding our knowledge about the needs of families, we will continue to offer support through communication and interest.

Please ensure you give us full detailed information about your child, their background, likes/dislikes and their needs. We require written information about dietary needs and any allergies they may have. Emergency numbers **MUST** be up to date. If you have any concerns about your child do not hesitate to talk to either of the playleaders, this will be in strict confidence. If we cannot help, we can aim you in the right direction.

Children's behaviour and personality can be affected by separation, birth, death, divorce or change. It will help us to know about the changes so we can observe and support you and your child. The information relayed to the setting or playleader will be kept confidential. The staff are all committed to uphold the setting's confidentiality policy.

Surveys will be occasionally circulated to find out your needs, please help us by filling them in and returning them. We will converse with parents that have difficulties communicating through written communication.

We appreciate children's first educators are their families and will offer continual support.

The Parent Information board gives ideas to parents on how they can help their child through the medium term curriculum plan. It shows the topic we are covering at the time and what we hope the child will learn from the activities we are providing. In the main room we display the weekly curriculum plans, which indicate how opportunities are offered to all children equally and how we intend to meet the learning objectives we have aimed for that week. All practitioners observe and ensure all children's needs are being met. The keyworkers checks observations and complete Reviews of Progress to enable them to support the child's individual developmental needs. Children with special needs are given additional support if needed.

We have information on training, workshops, conferences and exhibitions for parents.

This is normally displayed on the Parent information board, through newsletters or by contacting the playleader or keyworker coordinator. There are opportunities for parents to be involved in basic skills, computing skills, and help for those who have English as a second language.

We give continual information, to parents, on Early Years childcare and education.

We follow the foundation stage curriculum guidance laid out by the Department of Education Skills. Our curriculum is flexible and covers all areas and aspects of learning through a multitude of adult led/child centred activities, various experiences, and freedom of choice.

We ask all parents to encourage their child to find their own name peg; this helps them to recognise their written name and gives them confidence. Please name all outside clothing.

Children learn through play and can be best introduced to books by making them fun with props. Asking questions and listening to the answers is also helping them to have their views valued.

PLAYLEADER SIGNATURE.....

DATE.....

COMMITTEE SIGNATURE.....

DATE.....