

Willoughby Way, Winklebury, Basingstoke, Hampshire, RG23 8AF

Ofsted URN:

Charity Number: 1162991

Parental Involvement Policy

Policy Statement

W.I.S.P.S believe that children benefit most from early years education and care when parents/carers and child-care settings work together in partnership.

W.I.S.P.S aim to support parents/carers as their children's first and most important educators by involving them in their child's education and in the full life of the pre-school. We aim to support parents/carers in their own continuing education and personal development.

Some parents are less well represented in early years child-care settings; these include fathers, parents/carers who live apart from their children but who still play a part in their lives as well as working parents/carers. In carrying out the following procedures, we will ensure all parents/carers are included.

In referring 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 child, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster parents.

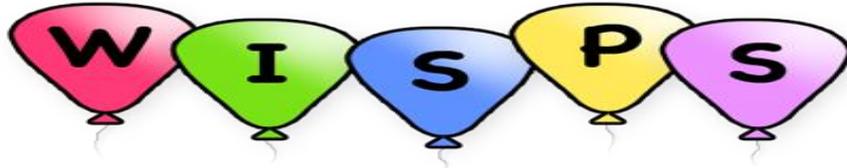
'Parental responsibility' is *all the rights, duties, powers and responsibilities and authority by which law, a parent of a child has in relation to the child and his property.* (For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance's Child Protection Record publication).

EYFS Key Themes and Commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
Inclusive practice Health and well-being	Respecting each other Parents as partners Supporting learning Key-person	Supporting every child	

Procedures

- W.I.S.P.S has means to ensure all parents/carers are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their child.
- We consult with parents/carers to find out what works best for them.



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- We ensure ongoing dialogue with parents/carers to improve our knowledge of the needs of their child and to support their families.
- W.I.S.P.S informs all parents about how the pre-school is run and its policies through access to written information and through regular informal communication. We check to ensure parents/carers understand the information that is given to them.
- We encourage and support parents/carers to play an active part in the governance and management of the pre-school.
- W.I.S.P.S informs all parents/carers on a regular basis about their child's progress.
- We involve parents/carers in the shared record keeping about their child – either formally or informally – and ensure parents/carers have access to their child's written developmental records.
- We provide opportunities for parents/carers to contribute their own skills, knowledge and interests to the activities of the pre-school.
- We inform parents/carers about relevant conferences, workshops and training.
- W.I.S.P.S consults with parents/carers about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the pre-school in ways that are accessible to parents with basic skill needs, or those for whom English is an additional language.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents/carers of the systems for registering queries, complaints or suggestion and check to ensure these have been understood. All parents/carer have access to our written complaints policy.
- We provide young children's learning in the pre-school and at home.

In compliance with the Welfare Requirements, the following documentation is in place:

- Admissions and Attendance Policy
- Complaints Policy
- Record of complaints
- Developmental records of children

Other useful Pre-School Learning Alliance publications

Child Protection Record (2007)

Looking at Learning Together (2005)

Summary Complaints Record (2006)