



Policy Statement

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 our setting. We also aim to support parent's in their own continuing education and personal development.

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.

The Children Act (1989) defines *parental responsibility as 'all the rights, duties, powers, responsibilities and authority which by 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 *Safeguarding Children* (Pre-School Learning Alliance 2013.)

Procedures

-) Parents are made to feel welcome in our setting: they are greeted appropriately. Within our pre-school we have an open door policy. The purpose of our open door policy is to encourage open communication, feedback, and discussion about any matter of importance to any parents/carers. Our open door policy means that parents/carers are free to talk with any Manager at any time.
-) 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 make every effort to accommodate parents who have a disability or impairment.
-) We consult with all parents to find out what works best for them.
-) We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.
-) When a child has their visit to pre-school, the Manager informs all parents about how the setting is run and its policies, through access to written information, including our *Safeguarding Children and Child Protection Policy* and our responsibilities under the Prevent Duty, and through regular informal communication. We check to ensure parents understand the information that is given to them.
-) Before the child starts at the pre-school the key worker/Manager for the child will carry out a home visit and sit with the parent/carer and gain knowledge about

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their child's needs, activities, and interests and fill in the all about me forms to be placed into the child's Learning and Development Story.

-) Information about a child and his or her family is kept confidential within our setting. We provide you with a privacy notice that details how and why we process your personal information. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child's development that needs to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child. Reference is made to our Information Sharing Policy on seeking consent for disclosure.
-) We seek specific parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of recording.
-) If a child is to be collected by an adult other than the usual collector, then the name and a description of the adult is logged onto the child collection form.
-) The expectations that we make on parents are made clear at the point of registration.
-) We make clear our expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
-) We seek parent's views regarding changes in the delivery of our service.
-) Parents are actively encouraged to participate in decision making processes according to the structure in place within our setting.
-) We encourage parents to become involved in the social and cultural life of the setting and actively contribute to it.
-) As far as possible our service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
-) We provide sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
-) Our key persons meet regularly with parents to discuss their child's progress and to share concerns if they arise.
-) Where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs.
-) Where applicable our key persons work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
-) 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 interests to the activities of the setting:
 - o Helping to provide, make and look after the equipment and materials used in the children's play activities;
 - o Taking part in events and informal discussions about the activities and curriculum provided by the pre-school;
-) We support families to be involved in activities that promote their own learning and well-being; informing parents about relevant conferences, workshops and training.
-) We consult with parents about the times of meetings to avoid excluding anyone.
-) We provide information about opportunities to be involved in the pre-school in ways which are accessible to parents with basic skills, needs, or those for whom English is an additional language; making every effort to provide an interpreter for parents who speak a language other than English and to provide translated written materials.

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-) We hold meetings in venues which are accessible and appropriate for all.
-) 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 complaints procedure.
-) A copy of all policies and procedures is kept in the entrance hall and also on the pre-school website.
-) 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 complaints procedure.
-) A suggestion box is in operation.
-) Questionnaires are in operation
-) 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. There are opportunities for parents to take active roles in supporting their child's learning in the setting: informally through helping out or taking part in activities with their child, or through structured projects engaging parents and staff in learning about children's learning.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is also in place at our setting:

-) Admissions policy
-) Complaints procedure.
-) Record of complaints
-) Behaviour Management Policy

This policy was adopted by: Kate Sillett

Date: 26th January 2021

Date to be reviewed: 26th January 2022

Signed on behalf of the Provider: *K. Sillett*

Name of Signatory: Kate Sillett

Role of Signatory: Director

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