Parental Involvement Policy

Policy created	01.09.2008	Version number	9.2
Last reviewed	01.11.2026	Next review date	01.11.2027

At Pre-school we recognise that parents are the children's first educators and that in order to provide a happy, caring and stable environment a partnership with parents is essential. As the Pre-school is a small rural setting, parents are often known to the staff before their children start at Pre-school. When we refer to 'parents', we mean both mothers and fathers; these include both natural and 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 and foster parents. In order to encourage good relationships and a healthy flow of information the following applies:

- We aim to involve all parents, which may mean adapting different strategies for involving parents who work or live apart from their children.
- Involve parents in shared record keeping about their own child, both formally and informally, ensuring that parents have access to all written records on their own children. To facilitate this, a member of staff is always on the door at the start and end of each session.
- Ensure that parents are given information on a regular basis about their child's progress and have an opportunity to discuss it with staff. Parent chats take place twice a year and parents are encouraged to talk to staff at any time about their child.
- Communication books are provided by the Pre-school and staff update these regularly. Parents/carers are able to collect these at the end of the session. Parents/carers are encouraged to write their own notes in these books and share them with other settings children may attend
- Children are sent home with WOW slips at the beginning of each term; parents/carers are encouraged to fill these in and return them when the child has done something special. WOW slips are shared with children and ultimately stuck into the child's special book.
- Ensure that all parents have opportunities to contribute from their own skills, knowledge and interests to the activities of the group.
- Ensure that all new parents are aware of, can contribute to and understand the Pre-school's systems and policies.
- Encourage parents on an individual basis to play an active part in the management of the Pre-school.
- Ensure that all parents are informed about meetings, conferences, workshops and training. This is achieved through the half-termly newsletter, emails, notice boards and word of mouth.

- Hold meetings in venues which are accessible and appropriate for all.
- Welcome the contributions of parents, whatever form these may take, and encourage parents to keep Pre-school informed of any changes in circumstances.
- Make known to all parents the systems for registering queries, complaints or suggestions.
- Provide opportunities for parents to learn about the Pre-school curriculum and about young children's learning, in Pre-school and at home.
- Parents/carers are also encouraged to join the Pre-school Committee and to attend the AGM which is held in September each year to have a say in the running of the Pre-school. The date of the AGM will be notified to parents within a newsletter or by a notice on the entrance to Pre-school, at least two weeks before the date of the meeting.

Settling in at Pre-school

We want children to feel safe and happy in the absence of their parents, to recognise other adults as a source of authority, help and friendship and to be able to share with their parents afterwards the new learning experiences enjoyed in the Pre-school. We also want parents to feel welcome and involved from the beginning.

In order to accomplish this, we aim to create a partnership with parents in the following ways:

- By creating opportunities for the exchange of information, using among other resources a copy of the Pre-school's Welcome pack for parents and a shared approach to the registration form.
- By ensuring plentiful opportunities for parents to inform the Pre-school about their children's current achievements and interests through the child's key person.
- By encouraging parents to visit the Pre-school with their children during the weeks before an admission is planned.
- By introducing flexible admission procedures, if appropriate, to meet the needs of individual families and children.
- By making clear to families from the outset that they will be welcome and supported in the Pre-school for as long as it takes their child to settle.
- By encouraging parents to bring in favourite toy or comforter.
- By reassuring parents whose children seem to be taking a long time settling into the Pre-school.
- By encouraging parents, where appropriate, to separate from their children for brief periods at first, gradually building up to longer absences.

A keyperson is assigned to an individual child to support their development and act as the key point of contact for their parents.

Children cannot play or learn successfully if they are anxious and unhappy. Our settling procedures aim to help parents and children to feel comfortable in the Pre-school, and to ensure that children can benefit from what the Pre-school has to offer and feel confident that their parents will return at the end of the session.

Document History

Date	Change details	Reviewed by
21/01/2010	Remove Admissions Policy into a separate policy. Include mention of keyperson Remove reference to contact book	Shelley Robinson
24/01/2010	Add parent helper programme. Also joining committee	Shelley Robinson
09/02/2011	Introduce the Communication book and the child's special book Remove reference to parent/carer helper	Jackie Crowe
10/03/2012	Adding attendance at AGM and parent chats once per term	Jackie Crowe
06/03/2013	Reviewed	Rowan Pettitt
21/04/2013	Changed 'Playgroup' to 'Pre-school'	Rowan Pettitt
18/09/2013	Removed all reference to "communication book" and updated logo	Julie Pearce
01/04/2014	Policy reviewed	Julie Pearce
27/01/2015	Added definition of parents. Replaced 'keyworker' with 'keyperson'. Changed some missed "group's to "Pre-school".	Ellie Hibberd
02/01/16	Policy review – no change although query over removal of reference to Communication books will be raised with staff and committee at next meeting	Rowan Pettitt
03/08/16	Reinstated reference to Communication Book as this was removed in error. Added reference to WOW slips.	Rowan Pettitt
01/01/18	Policy reviewed – no changes.	Rowan Pettitt
02/10/18	Policy reviewed – no updates	Donna Manser
01/10/19	Policy reviewed – no updates	Donna Manser
06/10/19	Removed the word 'fathers' from first bullet point. 'written summaries' added to third bullet point. 'Emails and notice boards' added to ninth bullet point.	Clare Livingstone
23/10/20	Policy reviewed – no updates	Anna Shelbourne
22/09/21	Policy reviewed – no updates	Anna Shelbourne
29/09/22	Policy reviewed – no update	Anna Shelbourne
01/09/23	Policy reviewed – no update	Charlotte Gibbins
01/09/24	Policy reviewed - no update	Charlotte Gibbins
01/10/25	Policy reviewed - Added Parent chats take place twice a year	Clare Livingstone

	and parents are encouraged to talk to staff at any time about their child. Tidied up grammar and spelling.	
01/11/26	Policy reviewed – no update	Clare Livingstone