



Title	Parental involvement Policy
Code	LGPGOPPI
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Version	2
To be renewed on	MAY 2010
Setting Details	Linton Granta Playgroup and Toddlers Linton Village College, Cambridge Road, Linton, Cambridge, CB21 4JB Tel. 07806 744 864 Email: info@lintongrantaplaygroup.org.uk

Policy Statement

This policy concerns parents, 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.

As a charity largely run and staffed by parents, we are both committed to and dependant on the involvement of the parents and carers whose children attend the playgroup. 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 the parent's role 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, with regards to their children by holding workshops and providing advice when required.

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.

'Parental responsibility' is *all the rights, duties, powers and 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 Pre-school Learning Alliance's *Child Protection Record* publication.)

Procedures

- We are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families. This is mainly done through our keyworker system, but we would invite all parents to talk to any member of staff or the committee.
- We ensure all parents are included. Where necessary, this may mean using a variety of strategies to involve parents who work or live apart from their children.
- We aim to consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents improves our knowledge of the needs of their children and to support their families
- We inform all parents about the policies and procedures in place, and how the setting is run This is done through providing access to written information and through regular formal and

informal communication. We check to ensure parents understand the information that is given to them and ask them to sign our Partnership Agreement to demonstrate this.

- We support and encourage parents to take an active part in the governance and management of the setting. Parents mostly do this by joining the committee or attending meetings, especially the AGM.
- We inform all parents on a regular basis about their children's progress by:
 1. Holding parent/keyworker meetings after the October and February half terms. Parents of children leaving at the end of the year will be given their child's keyworker folder at the end of June. For parents of the younger children returning the following year, there will be the opportunity of a further keyworker meeting during the first week of July.
 2. Holding events for parents each term. This will give parents time to speak to key workers and view their child's files.
- We involve parents in the shared record keeping about their children, either formally or informally. We ensure parents have access to their children's written developmental records;
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting;
- We invite parents/carers to attend the playgroup sessions as a 'parent helper' and committee meetings
- We inform 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 setting in ways that are accessible to all parents, and do not discriminate by ability, gender, race or with 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 encourage parents/carers to take part in playgroup outings
- 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;
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and while at home.

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

- admissions policy;
- complaints procedure;
- record of complaints; and
- Developmental records of children.

Other useful Pre-school Learning Alliance publications

- Child Protection Record (2007)
- Looking at Learning Together (2005)
- Summary Complaints Record (2006)

This policy was adopted at a meeting of Linton Granta Playgroup		
Held on	2 nd July 2009	
Date to be reviewed	May 2010	
	First signatory	Second Signatory
Signed on behalf of the Management committee		
Name of signatory	Ann King	Vanessa Webb
Role of signatory	Chair	Secretary