

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 the setting. We also aim to support parents 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 that all parents are included.

When we refer to 'parents' we mean both mothers and fathers; these include 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'.

We believe that children learn best when parents who are their children's first educators work together with the Pre-school staff who have a sound knowledge of child development. We aim to work in partnership with every parent /carer to achieve the best outcomes for the children.

We will do this by enabling

- Posters and verbal communication of events in the Pre School. Termly newsletters sent to parents/carers, childminders, grandparents and other family members.
- All parents are included - that may mean we have different strategies for involving fathers or parents who work or live apart from their children.
- Home visits and open afternoons for new children and parents to meet the key person and discuss children's needs and interests.
- Flexible settling in arrangements to ensure that both child and parent feel confident about the separation process.
- Regular verbal communication regarding the progress and interests of the children and their key person.
- Parent meetings to update your child's progress through the Early Years Foundation stage and to share information regarding your child's development and extended learning, including 2-year-old progress check.
- A parent rota for parents to come and take part with all aspects of the Pre-school session
- Parent/carers Support meetings every half term to update parents on what is happening at the Pre-School to gain support for fundraising events and to provide an opportunity for parent's views and ideas to be shared.
- Social morning events every term to listen to all the children sing and to share and taste food made by the Pre-school children or parents
- Regular Community events from local Role models to promote positive identity and cultural awareness in the community.
- Curriculum events that involve parents and families
- Adult learning workshops through the support of the World shapers children Centre
- Detailed plan of activities and staff rota displayed on the green board inside the Pre-School.

Policy updated 01/04/2021
The Woodhall Farm Pre-school

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