



Ollie's Trust

Nursery, Breakfast & After School Club

C/o Goosnargh Oliverson's CE Primary School, Goosnargh Lane, Goosnargh, Preston PR3 2BN

Telephone 01772 866415 between 7:45am and 6:00pm

website : www.olliestrust.co.uk

Partnership

Parental Involvement

Policy statement

Here at Ollie's 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 Ollie's. 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 natural 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.

'Parental responsibility' is 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 Pre-school Learning Alliance publication *Safeguarding Children*), as defined in The Children Act (1989).

Procedures

- We have a means to ensure all parents are included - that may mean that we have different strategies for involving fathers, or parents who work or live apart from their children.
- 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.
- We inform all parents about how the setting is run and its policies through access to written information, including our Safeguarding Children & 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.
- 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 need 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 purpose of record keeping.
- The expectations that we make on parents are made clear at the point of registration.
- We make clear our expectations that parents will participate in settling their child at the commencement of a place according to an agreed plan.
- We seek parents' 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 person works with parents to carry out an agreed plan to support special educational needs.
- Where applicable, our key person works with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- We inform all parents on a regular basis about their child's progress, through Tapestry, diaries (if requested), home-link activities, emails, reports, an annual parents evening and face to face communication before and at the end of sessions. Parents are regularly made aware that their child's key person is available on a daily basis.
- We involve parents in the shared record keeping and their children – either formally or informally – and ensure parents have access at all times to their child's written developmental records and learning journey file.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- 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 parents with basic skills 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 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, both in the setting and at home, by having stay and play sessions, spider diagrams, detailed all about me forms, 2 and 3 year old checks, an open door policy, EYFS information evening and an annual parents evening.

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.
- Developmental records of children.

Other useful Pre-school Learning Alliance publications

- Safeguarding Children (2010)
 - Looking at Learning Together (2005)
 - The First and Foremost series (2008)
 - Summary Complaints Records (2006)
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- Date Policy was written and agreed by all staff:
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- Signed:
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- Position: