



## Parental Involvement Policy

Parents are viewed as the first and most important educator of their children and we regard the United Reformed Pre-School as a partnership with the home environment.

All parents/carers should feel welcome and involved in their children's learning in an environment of mutual respect.

- We aim to work together as joint educators in an open and supportive relationship. Parents are encouraged to discuss concerns, problems, and changes involving their child or family as they occur, whilst celebrating and sharing achievements.
- A quieter room is available for private discussions where information can be shared with the child's keyperson or with the pre-school manager.
- We welcome the parent's input into the records (learning journals) we keep for each child on Tapestry. This may be done by a parent/carer adding observations to the file including comments and pictures relating to what a child has achieved/experienced outside the setting.
- Parents are informed regularly about their children's progress, and all children are offered a formal consultation with the pre-school or nursery class manager at least once per year. At this stage parents are also free to leave remarks about progress or comment on what they feel needs to be done to further their child's development whilst in the care of the preschool.
- We provide opportunities for the involvement of parents in their children's education. Parent/carers can share experiences and activities through outings and fundraising events. Celebrating a range of festivals and involvement in local events contributes to a sense of community.
- Parents/carers/grandparents are actively encouraged to share skills, hobbies and jobs with the children or join in sessions to support and extend the children's learning. Themes and events are displayed on the notice board and frequent newsletters and calendars explain what is planned and how the children are helped to learn and how parents can contribute to their children's learning.

## Procedures

The URC pre-school have a means to ensure all parents are included, that may include having different strategies for involving fathers or parents who work or live apart from their children.

- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- We encourage and support parents to play an active part in the governance and management of the setting.
- 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.
- 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 complaint's procedure.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is in place:

- Admissions policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.

## PTA

The PTA was established in May 2011. The parents of children attending the URC Pre-school have unanimously supported the establishment of a PTA to offer support to parents/carers attending the school and also to support the Pre-school in raising additional funds.

Parents will automatically become a member of the PTA as soon as a child starts attending the URC Pre-school. Throughout the year the PTA will organise a range of events. This includes a parents/carers coffee morning, evening events and family fun days. The PTA is run by a committee

consisting of volunteer parents who have shown an interest in the pre-school. In addition, the Preschool Manager and a Church Elder have a supporting role.

***EYFS key themes and commitments***

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive Practice 1.4 Health and well – being	2.1 Respecting each other. 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child	

Last Reviewed: September 24