



Wattisham Airfield Childcare Centre

Parental Involvement

We believe that children benefit most from Early Years education and care when parents and settings work together in partnership.

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, grandparents and foster parents.

Wattisham Airfield Childcare Centre expects that staff develop a professional but friendly approach with parents and guardians of children in the facility, which is essential to the happy atmosphere and the development of trust between parents and carers. A welcoming atmosphere and approachable staff is conducive to effective communication. Parents must feel at ease and be encouraged to contribute to their child's learning and feedback information regarding their child's achievements and progress at home.

Key Person

Parents bringing their child or children for the first time are introduced to the Key Person who will provide the primary care. The Key Person will spend time with the parent so that they really know and understand the likes and dislikes of the child starting in their key group. The Key Person explains their role with the parent and explain how closely they will work together to help their child become familiar and settled in, hopefully resulting in the child feeling confident and safe within the facility.

Languages

Parents are made welcome at any time, to observe their child at play. Displays welcoming the parents into the facility reflect the home languages used by the children in the setting and parents are invited to contribute to them.

Parents are the child's first educators and positive outcomes can be achieved if parents and staff work together. Staff must consider possible strategies to ensure that parents who do not speak English are fully included and informed of their child's progress and can actively contribute to their learning. Great emphasis is placed on the importance of accommodating the particular wishes of individual parents for their children, whilst in our care.

The Key Person should always be available to discuss matters relating to a child, either on an informal or formal basis and when needed, appropriate support may be offered for parents who do not speak or understand English. If a difficulty arises that cannot be solved, through liaison with the facility, parents have access to formal complaints procedure displayed in reception.

Parents Concerns

If parents have cause to raise a concern about the care provided, their concern must be treated seriously and every effort must be made to rectify the concern following the company complaints procedure. It is important to receive feedback on the care provided, to enable us to deliver a service that suits the needs of the parents. Management will ensure that parents receive the opportunity to comment on the care and education by issuing a questionnaire once a year. The feedback from parents will be displayed and used to make further improvements to the service wherever possible.

Communication

Communication is of great importance; the staff work in partnership with parents as it is essential that parents are kept fully informed of their child's day. The key person must establish what information is important to each parent. The type of feedback required differs amongst parents for example some parents want to know how long a child have slept for or how much of their lunch they ate, where as others are more interested in the type of activities their child has been playing in, who they have been playing with and whether they have been happy during the day.

Parents have the opportunity to contribute to their child's development through tapestry. Management supply parents with a link to access the online learning journey.
(See Tapestry policy for further information)

We also encourage parental involvement through termly parent consultations that are taken place with the child's key person and parent.

When giving feedback staff must always be careful that they do not only communicate the negative aspects of children's behaviour. It is essential that staff are honest with parents about their child but must include positive information too.

Procedures

- We have a means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children. For example, emails, discussions and events etc.
- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We encourage and support parents to play an active part in the governance and management of the setting by inviting them to join the committee.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - either formally or informally and share experiences using Tapestry.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.

- 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 and when necessary we will try to provide the childcare
- 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 at home.
- Stay and play sessions are an opportunity for parents to join their child for a few hours and experience the activities offered to the children.
- We carry out parent's evenings once a term. This is an opportunity to discuss your child's development with their key person.

In compliance with the Welfare Requirements, the following documentation are in place:

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

This policy was adopted at a meeting of

Held on _____ (date)

Date to be reviewed _____ (date)

Signed on behalf of the management
committee _____

Name of signatory _____

Role of signatory (e.g. chair/ owner) _____

Review dates:

Date _____ **signed** _____

Date _____ **signed** _____

Date _____ **signed** _____

Date _____ **signed** _____