



Parental Involvement

PARENT COMMUNICATION AND INVOLVEMENT POLICY

Reviewed on	Approved by
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17.05.2023 S.Crump	

INTRODUCTION

The UK Government's Early Years Foundation Stage Statutory Framework which is based on research into the best ways to help children achieve their potential states that -
'Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

The EYFS curriculum therefore *'seeks to provide 'partnership-working' between practitioners and with parents and /or carers.'*

'Four guiding principles which should shape early years settings are: -

- *Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.*
- *Children learn to be strong and independent through positive relationships.*
- *Children learn and develop well in enabling environments, in which their experiences respond to their individual needs **and there is a strong partnership between practitioners and parents and/or carers.***
- *Children develop and learn in different ways and at different rates.*

At Charters Ancaster Nursery and Forest School we understand that parents are their children's most important educators and that we can learn from listening and talking to parents about their child. We welcome all contributions from home be they via a conversation or chat at pick up or drop offs, contributions through the interactive home/nursery online tool 'Family', or sharing successes or worries. All parents and carers are highly valued as part of our nursery community.

1. AIMS

Our aims are:

- To increase and enhance the successes of each child in the nursery and to support their next steps and areas for development by the involvement of their parent/carers.
- To keep parents updated with their child's development e.g after the **'2year old check'** is completed which happens between the age of 2 and 3 years.
- To encourage educational values of the EYFS through discussion and sharing ideas with parents about how they can support their child's learning at home, and using the Family online learning journey to keeps parents up to date with activities and progress.
- To enjoy and celebrate the involvement of parents/carers in their child's 'learning journey.'
- To welcome the contribution that parents can bring in terms of support for activities in the Nursery and in aiding future developments.
- To support children with English as a second language (**EAL**) with language development and checking there are no other issues preventing language development in the usual way.
- Working with parents of children with a special educational need or a disability (**SEND**)

to encourage sharing of knowledge with professionals and to get the support the child and family needs.

2. INVOLVEMENT IN CHILDREN'S LEARNING AND DEVELOPMENT

Parents and carers can talk with Keyworkers and Practitioners in person by appointment, or by telephone, or after Nursery on an informal basis most days. Appointments for longer or more formal discussions may be made through the child's Room Leader.

Formal parents' meetings are held twice times a year

- ✓ In Mid-Autumn term -a 'getting to know you' session and next steps information.
- ✓ And Mid-Summer term a summary of progress and next steps.

Summative assessment/ Moving- on form is completed at the end of the child's Nursery experience and shared with parents before being sent to the child's future school and parents sign it.

A Transition form is completed to send up to the next class when the child moves within the Nursery.

Formative observations and development and progress information is accessible on '**Famly**' (online assessment tool).

NB During the Covid pandemic parent/practitioner face to face meetings may be transferred online or made by telephone instead.

3. HOW ARE FAMILIES INVOLVED IN NURSERY LIFE?

- **Famly** is used to post regular updates to parents and carers, those registered with Famly receive an email notification that they have been sent. Updates include events or activities which are happening in the future, reports on events, yearly calendars, reminders about nursery procedures or policies including any changes, and class updates of recent activities.
- **Our website** gives parents information about the Nursery, policies, structure, calendar etc.
- Parents are invited to attend a **Settling in session** with their child when they start to support a smooth transition, and to share information with the child's Key person.
- A **Facebook** page updates parents on events and news such as emergency closures, Forest School Toddler group, upcoming events, and general updates of activities within the nursery.
- **Famly 'online learning journey** is used to give parents information about their child and gives them an opportunity to include comments and observations they have made.
- **Social events are organised through the year** including:
 - *Parents evenings,*
 - *Parent/child groups (Catkins toddler group and Willows Forest School groups)*
 - *Weekend Forest School groups*
 - *Sports day/Leavers event in Summer term*
 - *Christmas, Spring and Summer Fairs*

- **CAF (Charters Ancaster Friends)** The parents and friends' association provide support both financially and personally, and all parents are invited and welcome to take part.
- **Annual parents' questionnaire** - the Nursery seeks parents' opinions and views formally through.
- Take- home **library books, activity bags, Chef Bear and Janet the Giraffe.**

NB .SOME OF THESE EVENTS MAY HAVE HAD TO BE POSTPONED OR ADAPTED DURING THE PANDEMIC.

4. SOME COMMON REMINDERS FOR PARENTS/CARERS

- Mobile phones and cameras should **not** be used by parents within the setting unless permission is given by the Nursery Manager.eg at a concert,
- Photographs being posted on social media of children in the setting (other than their own) is prohibited.
- Publishing of any information regarding other children in the setting is not permitted.