

Felixstowe Nursery School

Safeguarding and Welfare Requirement: Information and Records

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to ensure the needs of the children are met.

Parental involvement

Statement:-

Our setting believes that children benefit most from early year's education and care when their parents and the setting work together in partnership.

Our aim is to support parents as their child's first and most important educators by involving them in their child's education and in the setting. We also aim to support the parents in their own continuing education and personal development.

Some parents are less well represented in the early year's settings; these include working parents and parents that live apart from their children but still play a part in their lives. In carrying out the following procedures, we ensure that all parents are included.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or 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' is all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.

Procedures:

- Parents are made to feel welcome in our setting; they are greeted in a friendly professional manner.
- We have a means to ensure all parents are included- that may mean we have different strategies for involving fathers or working parents or those who live apart from their child.
- 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 inform all parents about how the setting is run and its policies and procedures including our *Safeguarding Children and Child Protection* policy and our responsibilities under the Prevent Duty, through verbal and written communication on a regular basis. We check parents understand the information given to them.
- We make every effort to accommodate parents who have a disability or impairment.

- Information about a child and his or her family is kept confidential within our setting. 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 parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- 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
- We encourage parents to play an active role in the setting.
- We involve parents in the shared record keeping about their children -either formally or informally- and ensure parents have access to their child's written development records.
- We encourage parents to contribute their own skills, knowledge and interests to the activities in the setting and participate as able.
- We inform parents of relevant conferences, workshops and training.
- We consult parents about 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, making every effort to provide an interpreter for parents who speak a language other than English and to provide translated written materials.
- Where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs.
- Where applicable, our key persons work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- 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 they understood these. 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. There are opportunities for parents to take active roles in supporting their child's learning in the setting: informally through helping out or taking part in activities with their child, or through structured projects engaging parents and staff in learning about children's learning.

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

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

This policy was adopted at a meeting of Felixstowe Nursery School.

Held on

Date to be reviewed.....

Signed by Chairperson.....

Signed by Manager.....