

LITTLE HEATH NURSERY PLAYGROUP

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Parental Involvement Policy

Children achieve more, when schools/nurseries and parents work together in close partnership. Our aim at Little Heath Nursery Playgroup is to support the valuable work of the parents with our curriculum and our actions.

Parents are the first educators of their young children. With respect to that, the Nursery will do the following actions while working in partnership:

- Make all new parents aware of the group's systems and policies.
- Encourage parents on an individual basis to play an active part in the planning of the activities of the group.
- Ensure that parents are informed on a regular basis about their child's progress, through talking, notes and letters. We send out weekly blog type email with the activities we carried out during the week and a forecast for the next weeks!
- Ensure that all parents have opportunities to contribute from their own skills, knowledge and interests to the activities of the group.
- Involve and welcome parents in shared record keeping about their own child, either formally or informally. (Learning journals, Online Learning Journal, (TAPESTRY) and email alerts)
- Ensure that all parents are fully informed about meetings, conferences, workshops and training.
- Inform all parents the systems for registering queries, complaints or suggestions.
- Provide opportunities for parents to learn about the Nursery curriculum and about young children's learning, in Nursery and at home. For communicating we use personal conversations, notes on the news board, newsletters or personalized letters and from 2014 September we also send weekly emails to all parents.

One, early form of parent's involvement is the two year progress check.

The Early Years Foundation Stage (EYFS) requires that parents and carers must be supplied with a short written summary of their child's development in the three prime learning and development areas of the EYFS (Early Years Foundation Stage): Personal, Social and Emotional Development, Physical Development and Communication and Language. This should be completed when the child is aged between 24-36 months.

The aims of the progress check are to:

- Review a child's development in the three prime areas of the EYFS.
- Share this information with parents at an agreed time to ensure they have a clear picture of their child's development.
- Enable the setting to understand the child's needs and plan activities and experiences to meet them in the setting.
- Enable parents to understand the child's needs and enhance development at home, with support from the setting.
- Mark areas where progress is less than expected.
- Describe actions the setting intends to take to address any developmental concerns (including working with other professionals where appropriate).

The progress check will:

- Be completed by a practitioner who knows the child well and works directly with them in the setting. (Keyworker)
- Arise from the ongoing observational assessments carried out as part of everyday practice in the setting.
- Be based on skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently.
- Take account of the views and contributions of parents and child if appropriate.
- Take into account the views of other practitioners and, where relevant, other professionals working with the child.

The setting intends that the progress check will:

- Be clear and easy to read and present a truthful yet sensitive reflection of what the child can do in the setting and their achievements to date.
- Identify areas where the child is progressing at a slower pace than expected.
- Recognise parents' in-depth knowledge of their child by incorporating their observations and comments, and explain how their child's learning and development will be supported in the setting.

The EYFS requires that the progress check is carried out when a child is 2 years of age; this includes any child that starts at the setting between the ages of 24-36 months.

- The setting will allow a settling in period before completing the progress check. (Normally six to eight weeks).
- If a child has a period of ill health or a significant event in their family (e.g. family breakdown, bereavement or the arrival of a sibling) it may be appropriate to delay the check.
- If a child has a period of absence or irregular attendance, it may be appropriate to delay his/hers check.
- Where possible, we will carry out the progress check in time for parents to share it with the health visitor at the two year old health and development review.
- If the child has already had the health visitor 2 year old check the setting may carry out the EYFS 2 year old check.

Children attending more than one setting or changing settings:

- In the case of children who are attending more than one setting, the progress check will normally be carried out in the setting where the child spends the greatest amount of time each week.
- However, the setting carrying out the progress check will consider whether it would be helpful to get the views of other practitioners working with the child at the other setting or settings.

- If a child moves between settings between 24 and 36 months, leaders and managers of the respective settings will agree which provider will complete the check. It will usually be the setting where the child has spent the most time to date.

Preparing the progress check for a child with identified disabilities or special educational need

If the progress check is for a child with an identified disability, medical need or special educational need the setting will take into account if the child is already being supported by other professionals. Then the setting will agree with parents how the views and contributions of those professionals can be sought. The focus will be on what the child can do, their unique and individual characteristics and their development to date, rather than describing their development in terms of their need or disability.

Information sharing

The progress check is a statutory requirement of the EYFS. The setting will seek the consent of parents to share information from the check directly with relevant professionals if there is an identified area, where outside help should be sought.

Tapestry Online Learning Journey

The nursery operates an online learning journey system, which allows us to share observations and assessment with parents instantly. Parents are encouraged to contribute to our assessments and observations with comments, which will help us to plan better for the individual child's learning. Parents are also encouraged to do their own observations and pictures onto their child's profile. Confidential pin/passwords are created for parents at the time of registration.

