

STANDARD 10

– INFORMATION AND RECORDS



EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	4.4 Personal, social and emotional development

Standard 10.5 Parental involvement

Horsted Keynes Preschool believe that children benefit most from early years' education and care when parents and settings work together in partnership.

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

Some parents are less well represented in early years' settings; these include fathers, parents who live apart from their children, but who still play a part in their lives, as well as working parents. In carrying out the following procedures, we will 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* as 'all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property'. (For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance publication Safeguarding Children)

Procedures

- The EYFS has working in partnership with parents a key principle of effective practice. We provide information about the EYFS curriculum through our Handbook, newsletters, website, notice boards and parent consultations.
- Before a child starts they will be allocated a key person. A meeting will be arranged on your child's first day, to make sure all relevant forms have been completed and to help start the bond between key person and family and to find out the child's interests and starting points of development.
- Our key-person approach to establish close relationships with the parent and child, talking openly with parents to meet the needs of the child and to pass on information about home, new interests or share concerns.
- Handbooks are given to all families containing support information, EYFS information and information about how they can support their child through the settling in process.
- 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
- We make every effort to accommodate parents who have a disability or impairment.
- We consult with all parents to find out what works best for them
- We are committed to ensuring all families feel welcome and included in the setting and we have adopted certain practices to help support families with EAL. We also support children within the preschool by using lots of visual aids, signing, props and puppets, labels and signs in home languages, multi-language books and

tapes and finding out key words to help with communication to name but a few.

- 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, through access to written information, including our Safeguarding Children and Child Protection policy and our responsibilities under the Prevent Duty, 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 through joining our committee
- Information about a child and his or her family is kept confidential within our setting. We provide you with a privacy notice that details how and why we process your personal information. 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 specific 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.
- The expectations that we make on parents are made clear at the point of registration.
- We make clear our expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
- We seek parents' views regarding changes in the delivery of our service.
- We inform all parents on a regular basis about their children's progress
- Our key persons meet regularly with parents to discuss their child's progress and to share concerns if they arise.
- 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 involve parents in shared record keeping about their children-either formally or informally-and ensure parents have access to Tapestry. (learning journals)
- We provide opportunities for parents to contribute their own skills, knowledge, and interests to the activities of the setting
- We invite parents to 'Stay and play' sessions
- We inform parents about relevant conferences, workshops, and training
- We consult with parents about the 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
- 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 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 we check to ensure these are understood. 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.

Parental Behaviour Policy

Our Preschool believes staff, parents/carers and Preschool children are entitled to a safe and protective environment in which the Preschool conducts itself. Behaviour that will cause harassment, alarm or distress to users of the premises is contrary to the aims of the Preschool.

We expect parents and carers to show respect and concern for others by: -

- Supporting the respectful ethos of our Preschool by setting a good example in their own speech and behaviour towards all members of the Preschool community;
- Working together with staff for the benefit of children. This includes approaching the Manager/Deputy of Preschool to resolve any issues of concern and to discuss and clarify specific events in order to bring about a positive solution;
- Correcting own child's behaviour, especially in public where it could otherwise lead to conflict, aggressive or unsafe behaviour;
- Respecting the Preschool environment, including keeping the Preschool tidy by not littering;
- Respecting the safety of others, including not bringing dogs or other pets into Preschool.

In order to support a peaceful and safe Preschool environment, we will not tolerate: -

- Disruptive behaviour which interferes with the operation of Preschool, or any other part of the preschool grounds;
- Attempts to gain entry to any part of the premises in disregard of procedure or without permission and appropriate supervision;
- Using loud and/or offensive language or displaying temper;
- Damaging or destroying Preschool property;
- Smoking and consumption of alcohol or other drugs or accessing the Preschool whilst intoxicated;
- Using a mobile phone or camera whilst on the preschool premises;

The Preschool will not tolerate threatening, abusive or insulting words and behaviour by people attending the Preschool. Physical attacks and threatening behaviour, abusive or insulting language to staff, parents and carer's, children and other users of the Preschool premises will result in suspension or in some cases permanent exclusion of the adult. This also includes abusive and insulting language used on phones or any written communication. We will not exclude the child because of the behaviour of an adult, however the child will need to be dropped off and collected by somebody other than the offending adult.

Separated/Divorced Parents

Horsted Keynes Preschool recognises that while the parents of some children may be divorced or estranged, both have a right to be informed of and involved in their child's educational process. Horsted Keynes Preschool also recognises that parents who are estranged or divorced may disagree regarding the education of the child, and/or may attempt to limit one another's access to their child. Despite such estrangement, both parents are welcomed and encouraged to participate in the child's education.

Parents are presumed to have joint custody of the child, absent of a court order or written agreement between the parents denying or limiting custody for either parent. The parent with whom the child resides is presumed to be the custodial parent. If estranged or divorced parents both claim to be the custodial parent, asserting that the child is residing with both parents, registration records will be examined. The parent who registered the child and is listed as primary carer will be presumed to be the custodial parent until a court order or written agreement between the parties, identifying the custodial parent, is provided to the preschool.

A parent will only be prevented from participating in his/her child's education if a court order (e.g., divorce decree, custody order, or restraining order) specifically denies visitation rights.

Progress reports and children's records

Both parents have the right to receive progress reports and review the child's records of their children. The Preschool will send copies of the progress report to the non-custodial parent only if that parent submits a written request that we do so.

Participation in parent consultations.

Both parents are welcome, and encouraged, to participate in parent consultations, and any other meetings called by the preschool team regarding the child's education. If the parents are separated or divorced, the custodial parent is expected to share scheduling information with the non-custodial parent. The preschool will provide scheduling information to the non-custodial parent only if it receives a written request to do so.

Educational decisions.

In the event the parents are unable to agree with one another on decisions regarding their child's educational program, including, but not limited to, placement and consent to evaluation and services, the custodial parent's decision will be binding on both parents unless a court order requires otherwise. In the event the educational decision relates to services provided pursuant to the Individuals with Disabilities Education Act, the educational decisions, and the parents' rights and responsibilities, will be pursuant to the statutory requirements.

Visitation with the child during pre-school hours

Generally, both parents have the right to attend preschool events/concerts/plays etc. open to parents. The parent's right is not negated solely by the fact that he/she is the non-custodial parent. Such visitation will be limited only if the setting has received a copy of a court order specifically restricting the parent's access to the child by:

1. Denying the parent's visitation rights;
2. Requiring supervision of the parent's visitation with the child. The preschool does not have the responsibility to supervise visitation between a parent and his/her child and, thus, will not allow parent access in the preschool setting.

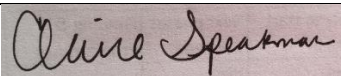
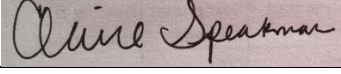
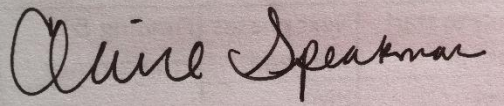
When visiting the preschool, all parents are required to comply with all preschool policies and not take any action which disrupts the educational process. All parents visiting the preschool must be granted access by the preschool Manager/Deputy. If a parent takes any action which the preschool considers to be inappropriate or disruptive to the educational process, he/she may be requested to leave and prohibited from returning.

Notifying Inspection to Parents

- Where Ofsted has given the Preschool notice of an inspection, we will let parents know the date in advance. This helps parents contribute their views to the inspector if they wish to do so.
- Ofsted may check that see that this has been done where notice has been given.
- Following an inspection, a copy of the report will be made available to the parents of all children in our care within 5 days of us receiving the report.
- Ofsted may check to see whether this has been done and may take action if it the report was not made available and we were unable to demonstrate why we were unable to do so.
- Please note Ofsted will not always give notice of an inspection.
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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(Tapestry)

This policy was adopted by	Horsted Keynes Preschool		
On	1 st June 2017		
Reviewed 1st Jun 2018			
Reviewed 1st Jun 2019			
Reviewed 1st Jun 2020			
Reviewed 1st Jun 2021			
Reviewed 1st Jun 2022			
Signed on behalf of the provider			
Name of signatory & Role of signatory	Clare Humphreys Manager		
Countersigned by Chair of committee			
Name of Counter signatory	Claire Speakman		