

# Parental Engagement Audit for Registered Early Years & Childcare Settings

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| **Name of setting:** |
| **Ofsted registration number:** |
| **Name/s of person/s completing the form and post held:** |
| **Context:** |
| **Date of completion:** |
| **Room/s audited:** |

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| **WELCOME and CARE** | **Setting Comments and Areas for Development** |
| **All voices are heard and valued**  Explain how you take time in your setting to have daily conversations with parents.  During meetings ensure enough time is given for two-way information exchange.  Don’t start a meeting before parents are in attendance.  Offer virtual meetings / tapestry for communication for parents who can’t attend meetings / are hard to reach? |  |
| **Expectations are communicated early**  **and with clarity**  Take minutes of meetings and share them with parents.  Produce newsletters that include information to support parents. |  |
| **Supportive communities are built in partnership**  Provide settling in sessions – to be extended to suit the needs of the child.  Parents to complete ‘All About Me” sheets.  Have a section where the child can add a picture/colour in to contribute. |  |
| **Environments feel happy and secure**  **for everyone**  Welcome parents to observe a session, where they can see their child alongside their friends?  Offer meetings on neutral ground / home visits? |  |
| **Confidence, well-being and self-esteem**  **are nurtured**  Have pictures of the child’s family – on coat hooks, in child ‘All About Me’ etc.  Use the parents name (rather than mom/dad.)  Smile say hello and have open body language. |  |
| **Strengths and achievements are emphasised**  Share the positives of each day with parents, rather than focus on any negatives.  Celebrate each step of progress made. |  |
| **Responses are always kind**  Be conscious of the stress’s parents may be under.  Welcome challenge from parents, it will help you reflect on your practice. |  |

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| **Value and Include** | **Setting Comments and Areas for Development** |
| **A ‘can do’ approach is the norm**  Is this reflected in the values and actions of your staff team?  Team Around the Child meetings have clear agenda’s and focus on outcomes for the child. |  |
| **Decision making processes involve the people they are about, or affect**  Ensure the people who work with the child are present at parent meetings.  Encourage parents to lead the meeting. |  |
| **Needs are identified early, and involvement of all partners is welcomed at every stage**  Share the Early Support tracking of children’s development with parents.  Ensure parents receive copies of any professional advice received and can discuss it. |  |
| **Information about strengths and needs are shared, with permission, and with all who need to know**  Consider how you record and share this information and that parents always receive a copy. |  |
| **Everyone tries to have the right knowledge, understanding and skills to respond constructively to different strengths and needs**  When completing individual planning documents:  talk to parents before it is written   * Review as a team (setting and parents) utilising outside agency advice. * Ensure all parties agree * Discuss the targets and what parents can do to achieve them at home * Ensure funding is also discussed and how you will utilise it to benefit their child’s development   Don’t assume that parents have knowledge of a particular area, explain and repeat. |  |
| **Responses to individual needs and changing circumstances are creative and flexible**  Think out of the box and respond to the child’s and parents individual needs. |  |
| **Everyone is involved in the development of policies, systems and values**  When updating policies share with the parents and allow them to contribute/suggest changes**.**  Remove ‘jargon’ from your policies.  Parents lead on decision making, you are there to guide and support them. |  |

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| **Communication** | **Setting Comments and Areas for Development** |
| **Views and involvement are always sought**  Give parents the option to feed in their viewpoint if they are comfortable to do so.  When contacting other professionals, discuss with parents before and after the discussion. Share in writing if possible. |  |
| **Listening is calm and respectful**  Actively listen to the parents.  Acknowledge what they have said to ensure you have  understood.  Ask open questions.  Do not interrupt and give them time to say everything they  want to. |  |
| **Follow up responses are timely and constructive**  Share best practice with parents – what has worked with  their child and what they can do at home. Vice versa –  what works at home, listen and take on board to use in  setting. |  |
| **Time and space are made available to ensure everyone’s voice is heard in a way that suits**  **them**  Revisit and repeat – ensure parents have understood  what you are saying to them. |  |
| **Language is positive and constructive**  Use plain English, avoid jargon that parents may not  understand.  Break down terms like SENCO/PSF/EHCP. |  |
| **Agreed actions are regularly reviewed and**  **evaluated with all partners**  Be conscious that some parents may want to know  everything, others may not and may be at the beginning of their journey, know your parents to understand the stage of  acceptance that they are in. |  |

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| **Partnerships** | **Setting Comments and Areas for Development** |
| **There are opportunities for all partners to feedback in order to improve everyone’s experience**  Meet with parents to feedback from Pre-School Forum – or call them to discuss the actions and to ensure that they understand.  Have annual feedback forms for parents to complete and comment on their experiences. |  |
| **Everyone is an equal partner and their contribution is valued**  Ensure parents views are considered equally to professionals.  Always respond to parents concerns and value what they say/are feeling.  Ensure everyone at a meeting is introduced and their role is explained. |  |
| **Co-production and participation in individual and strategic decision making is actively encouraged.**  Take time to explain the role of the Pre-School Forum and share the leaflet more than once.  Meet with them prior to Pre-School Forum so you can feed in their updates / any concerns.  Include parents in transition planning for entry into reception or a new setting. |  |
| **Partners work well together to develop plans, set targets and create and deliver specific programmes.**  If new reports received, confirm that parents have them – check they are confident that they are carrying out the activities/targets.  Provide links to relevant websites.  Ensure individualized planning documents are completed with parents. |  |

When the SENCO identifies gaps in their settings inclusive practice, more information in the specific areas can be accessed via:

The Early Years Inclusion Helpline and Website: 01905 843099

[**https://www.worcestershire.gov.uk/WCFEducationServices/info/31/early-years-inclusion**](https://www.worcestershire.gov.uk/WCFEducationServices/info/31/early-years-inclusion)

Free webinars on early years inclusive practice WCF YouTube page:

[**https://www.youtube.com/channel/UCIzuswwI21xlhgENexILv2Q**](https://www.youtube.com/channel/UCIzuswwI21xlhgENexILv2Q)

## Parental Engagement - Inclusion Action Plan

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| **at we will do to develop our practice** | **By Whom** | **By When** |
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| **Comments** |  |  |
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