



This policy will be reviewed in February 2026

PARENTAL INVOLVEMENT POLICY

We 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.)

Parents are the first educators of their young children. The aim of the group is to support their essential work, not to supplant them. We will:

- provide all parents with a Welcome Pack
- 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 management of the group.
- form strong relationships with key child and parents through home visits, meet and greet session, regular profile meetings
- 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.
- ensure that parents are consulted on a regular basis about their child's progress and ensure they have access to, and become involved in, their child's profiles.
- ensure that all parents have opportunities to contribute from their own skills, knowledge and interests to the activities of the group via the parent rota.
- encourage parents to become parent volunteers throughout the term.
- 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.
- encourage and support parents to play an active part in the governance and management of the setting.
- involve parents in shared record keeping about their own child, either formally or informally.



- 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.
- 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.
- ensure that all parents are fully informed about meetings, conferences, workshops and training.
- hold meetings in venues which are accessible and appropriate for all.
- welcome the contributions of parents, whatever form these may take.
- make known to all parents the systems for registering queries, complaints or suggestions.
- provide opportunities for parents to learn about the pre-school curriculum and about young children's learning, in pre-school and at home through our parent rota.

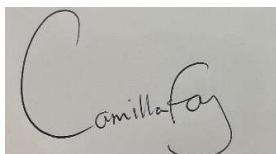
In compliance with the Safeguarding and Welfare Requirements, the following documentation is in place:

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

29/09/2025

This policy was adopted at a meeting of the pre-school held on (date)

Signed on behalf of the pre-school



Reviewed and signed on behalf of the pre-school

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