Beetley and District Preschool

Registered Charity: 1181636

Parental Involvement

Policy Statement

At Beetley & District Preschool, we believe that children benefit most from early years education and care when parents, carers and practitioners work together in partnership.

We recognise that parents and carers are children's first and most important educators and aim to build positive, respectful and collaborative relationships with families. By sharing information, listening to parents' views and involving families in preschool life, we can work together to support children's learning, development and wellbeing.

We are committed to ensuring that all families feel welcomed, valued and included. We recognise that some parents may be less represented within early years settings, including fathers, parents who live apart from their children but continue to play an active role in their lives, working parents, foster carers, adoptive parents, kinship carers and same-sex parents. We aim to ensure that all families have opportunities to participate in their child's preschool experience.

When we refer to parents within this policy, we mean all adults with parental responsibility for a child, including birth parents, adoptive parents, foster carers, step-parents, same-sex parents and kinship carers.

The Children Act 1989 defines parental responsibility as all the rights, duties, powers, responsibilities and authority that a parent has in relation to a child and their property.

Working in Partnership with Parents and Carers

We recognise that effective partnerships are built on mutual respect, trust and open communication. We aim to develop positive relationships with parents and carers from the point of admission and throughout their child's time at preschool.

We will:

- encourage ongoing dialogue with parents and carers to improve our understanding of children's individual needs and family circumstances
- value parents' knowledge of their child and involve them in decisions relating to their child's care, learning and development
- share information regularly about preschool life, children's progress and any issues that may arise
- seek parents' views and feedback to help improve our provision
- provide opportunities for parents and carers to become involved in the wider life of the preschool
- work in partnership with families to support children's learning and development both at preschool and at home

Communication and Information Sharing

We are committed to sharing information openly and appropriately with parents and carers.

We inform parents about how the preschool operates and provide access to policies, procedures and other relevant information through Famly, our website and other forms of communication. We aim to ensure that information is accessible and that parents understand the information provided.

Daily conversations at arrival and collection provide valuable opportunities for parents and carers to share information about their child's wellbeing, interests, achievements and any changes that may affect their day. These informal discussions help ensure continuity between home and preschool and support staff in responding to each child's individual needs.

Where it is not possible for parents or carers to attend the preschool in person, we may offer telephone or video discussions with the Preschool Manager and their child's key person during preschool operating hours.

Parents are informed of the systems available for raising queries, concerns, complaints or suggestions and have access to the Preschool's Complaints Policy and Procedure.

We actively seek the views of parents and carers through day-to-day conversations, questionnaires, consultations, meetings and informal feedback. Parents' suggestions and experiences help us to evaluate our practice, develop our provision and inform future planning and decision-making.

Information is shared in accordance with our Confidentiality policy, Ethical Information Sharing policy and Data Protection arrangements.

Parent and Family Involvement

We encourage parents and carers to play an active role in the life of the preschool and recognise the valuable contribution that families make to children's experiences and learning.

Parents and carers are encouraged to:

- contribute their skills, knowledge and interests to support activities and experiences within the preschool
- participate in family activity sessions and other events
- become involved in fundraising and community activities
- become involved in the Preschool Committee and wider preschool activities where they wish to do so
- share ideas and feedback to help shape the development of the preschool
- support educational visits, outings and other preschool activities where appropriate.

We welcome contributions from all families and recognise that involvement may take many different forms.

Supporting Children's Learning and Development

We believe that children make the best progress when parents, carers and practitioners work together to support learning and development both at preschool and at home.

Parents and carers are encouraged to share information about their child's interests, achievements and experiences outside of preschool. This helps staff to develop a fuller understanding of each child and supports planning for their individual needs and interests.

Children's interests, family experiences and contributions from home help to inform curriculum planning, ensuring learning is meaningful, engaging and reflects children's lives beyond the preschool.

We also encourage parents, carers and family members to share their skills, occupations, hobbies and interests with the children where appropriate. These experiences enrich the curriculum, broaden children's understanding of the world and strengthen the partnership between home and preschool.

We value the diverse cultural, linguistic and family backgrounds of the children and families who attend the preschool. Parents and carers are encouraged to share aspects of their home life, traditions, languages and experiences, helping children to develop respect, understanding and appreciation of the diverse communities in which they live.

We use Famly to share information about children's learning and development. Parents and carers are encouraged to access their child's records, contribute observations, photographs and comments, and celebrate achievements from home. These contributions help us to build a more complete picture of each child's development.

The child's key person works closely with parents and carers to share information about progress, wellbeing and next steps in learning, helping to ensure continuity between home and preschool.

We monitor and assess children's progress throughout the year and provide regular opportunities for parents and carers to discuss their child's development. Information may be shared through a combination of written assessments, updates through Famly and consultation meetings, either in person or by telephone. We value parents' contributions and encourage them to share their observations, achievements and aspirations for their child.

We provide opportunities for parents and carers to learn about the curriculum and how children learn through play. We aim to support families in extending children's learning at home through shared information, ideas and activities.

Regular family activity sessions are held to encourage families to become involved in their child's learning and to strengthen the partnership between home and preschool.

Where additional support is required, we work closely with parents, carers and other professionals to ensure that children's individual needs are understood and appropriately supported.

Further information can be found in our Supporting Children with SEND policy.

Progress Check at Age Two and Shared Review

The Early Years Foundation Stage (EYFS) requires providers to complete a Progress Check at Age Two for children between the ages of 24 and 36 months. The purpose of the review is to identify a child's strengths and any areas where additional support may be beneficial, enabling early intervention where appropriate.

At Beetley & District Preschool, the Progress Check at Age Two is completed in partnership with parents and carers. Information gathered through observations, assessments and discussions with families contributes to the review and helps to provide a holistic picture of the child's development.

The Preschool participates in the Norfolk Shared Review process, which aims to bring together information from parents, carers, early years professionals and health professionals to support a shared understanding of a child's development and wellbeing. Parents and carers are fully involved throughout this process and their views and contributions are valued.

Where appropriate and with parental consent, information may be shared with other professionals involved with the child to support a coordinated approach and help ensure that children's needs are identified and supported as early as possible.

The review will be shared with parents and carers, who will have the opportunity to discuss the outcomes with their child's key person. Any concerns identified will be discussed sensitively and, where appropriate, parents and carers will be supported to access additional advice, services or support.

Where children require additional support, the Preschool will work in partnership with parents, carers and relevant professionals to agree appropriate next steps and support arrangements.

Related Policies

This policy should be read alongside the following policies:

- The Role of the Key Person
- Transitions
- Supporting Children with SEND
- Working in Partnership with Other Agencies
- Ethical Information Sharing
- Confidentiality
- Safeguarding
- Child Protection
- Equality, Diversity and Inclusion
- Complaints policy and procedures

Monitoring and Review

This policy will be reviewed annually or sooner if required due to changes in legislation, guidance or preschool practice.

Policy reviewed on: 20th May 2026
Next review due: 20th May 2027
Reviewed by: Hollie Durrant and Julie East

Date:	Review Date:
Signed:	Signed:
Print Name: (Chairperson)	Print Name: (Manager)