



Parental involvement

We believe that children benefit most from early years education and care when parents/carers and settings work together in partnership.

Our aim is to support parents/carers as their children's first and most enduring educators by involving them in their children's education and in the full life of our setting.

When we refer to 'parents/carers' we mean any person(s) with parental responsibility.

Objectives

- We aim to involve and consult parents/carers on all aspects of their child's well-being.
- We consider parents'/carers' views and expectations and will give them the opportunity to be involved in the following ways:
 - Sharing information about their child's needs, likes, achievements and interests.
 - Settling in their child to the agreed plan according to our settling in procedures.
 - Taking part in children's activities and outings.
 - Contributing with ideas or resources as appropriate to enhance the curriculum of the setting.
 - Sharing their own skills, knowledge and interests to the activities of the setting.
 - Taking part in early learning projects, sharing with staff knowledge and insights about their child's learning.
 - Contributing to assessment with information, photos and stories that illustrate how their child is learning within the home environment, taking part in day-to-day family activities.
 - Taking part in planning, preparing or simply participating in social activities organised within the setting.
- Woodland Corner is managed by a Committee of trustees. Parents are actively encouraged to join or participate in the activities of the Committee, and to participate in discussions about the day-to-day organisation of the setting, new developments and other matters as they arise.

Procedures

- We inform all parents/carers about how the setting is run and where key policies can be accessed.
- Parents/carers are made to feel welcome; they are greeted appropriately, there is adult seating and provision for refreshment if required.

- We make every effort to accommodate parents/carers who have a disability or impairment.
- The expectations that we make on parents/carers are made clear at the point of registration.
- We make clear our expectation that parents/carers will participate in settling their child at the commencement of a place according to an agreed plan.
- We provide sufficient opportunity for parents/carers to share necessary information with staff and this is recorded and stored to protect confidentiality.
- Key persons meet regularly with parents/carers to discuss their child's learning and development and to share concerns if they arise. We ensure on-going dialogue with parents/carers to improve our knowledge of the needs of their children and to support their families, including the use of Family, our online learning journey platform.
- Where applicable, staff work with parents/carers to carry out an agreed plan to support behaviour, special educational needs and disabilities.
- Where applicable, staff work with parents/carers to carry out any agreed tasks where a child protection plan is in place.
- We support families to be involved in activities that promote their own learning and well-being; informing parents/carers about relevant conferences, workshops and training.
- We encourage parents/carers to become involved in the social and cultural life of the setting and actively contribute to it.
- As far as possible our service is provided in a flexible way to meet the needs of parents/carers without compromising the needs of children.
- There are effective means for communicating with parents on all relevant matters. Where appropriate, every effort is made to provide translated written materials.
- Information about a child and their family is kept confidential within our setting. 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, to protect the safety of the child.
- 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.
- We seek parents/carers' views regarding changes in the delivery of our service.
- Parents/carers are actively encouraged to participate in decision making processes according to the structure in place within our setting.

- There are opportunities for parents to take active roles in supporting their child's learning in the setting: informally through helping out or activities with their child, or through structured projects engaging parents and staff in the child's learning.
- We ensure that parents/carers have access to their children's written developmental records.
- We inform all parents/carers of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents/carers have access to our written complaints procedure. Ofsted and setting contact details are displayed on the notice board for parents who have a complaint that cannot be resolved with the setting manager in the first instance, or where a parent is concerned that the EYFS standards are not being maintained.

This policy was adopted at a meeting of	Woodland Corner
Held on (date) 25 th June 2025	
Signed on behalf of the Management Committee	Jess Brown
Role of signatory (e.g. chairperson etc.)	Chairperson
Review date	June 2026