Partnership
Parental involvement

Policy Statement

At Tywardreath Preschool Playgroup 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 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 and foster parents.

'Parental responsibility' is *all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.*

Procedures

We consult with all parents to find out what works best for them.
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 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.
We inform all parents on a regular basis about their children's progress.
We encourage parents/carers to attend progress reviews with their child's key person at least twice a year.

Reviewed on: 25th October 2026

We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records.
We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
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 additional needs, or those for whom English is an additional language.
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 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.
We invite and encourage parents/carers to take part in community activities such as Christmas dinner, sponsored activities, trips, sports days and end-of-term parties.
We encourage our families and the wider community to join our Facebook group to be kept up to date with our activities, take part in group discussions and liaise with other members of our group.

In compliance with the Statutory Requirements, the following documentation is in place:

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