Next Steps Pre-school, Elms Vale, Church Road, Dover, CT17 9LW
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Registered Charity No. 1156391

Parental Involvement and Partnership Policy

Policy statement

Parents/carers need to know how the EYFS 2026 is being delivered in the setting and how they can access more information (www.gov.uk – Early years foundation stage).

Parents/carers need to know the range and type of activities and experiences provided for their children, the daily routines of the setting, and how they can share learning at home. This is shared through the children's planning, which is displayed on the parents' education board, and through newsletters, which keep parents informed of any new information. The key person works closely with each family, assessing and monitoring their child's learning and development and informing the parents of any issues.

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 still play a part in their lives, and 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; this includes both natural and 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' means all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and their property.

Procedures

- We have a means to ensure all parents are included; this may mean we have different strategies for involving fathers, or parents who work or live apart from their children.
- We consult 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 of the name of their child's key person and their role, and of 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 encourage healthy eating with our families using the Early Years Foundation Stage nutrition guidance 2025; this information feeds into our Food and Drink Policy and our Healthy Eating, Lunch and Snack Policy.
- We inform all parents on a regular basis about their children's progress and how they can share learning at home.
- We involve parents in the shared record keeping about their children, either formally or informally, and ensure parents have access to their children's 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. If the setting knows it is being inspected, parents will be notified, and after an inspection a copy of the report will be given to all parents/carers.
- We consult 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 basic skills needs, or those for whom English is an additional language.
- 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.

In compliance with the EYFS 2026, the following documentation is in place:

- Admissions Policy
- Complaints Policy and Procedure
- Learning and Development Policy

This policy was adopted in September 2026.

Next review: September 2027.

Signed on behalf of the management committee

Name of signatory: Virginia McCarthy

Role of signatory: Manager