

EYFS DEPARTMENT

EYFS Parental Partnership Policy

This Policy applies to the Early Years Department and is published to staff and parents.

Author: S Bullen (EYFS Manager and Junior Deputy Head)

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Next review date: July 2026

General Welfare Requirement: Organisation

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

Introduction

We believe that children benefit most from Early Years education and care when parents and/or carers work together in partnership with settings.

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.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as stepparents and parents who do not live with their children but have contact with them and play a part in their lives.

EYFS key themes and commitments

A Unique Child Positive	Relationships Enabling	Environments	Learning and Development
1.2 Inclusive practice 1.4 Health and wellbeing	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child	

Procedures

- We consult with parents to find out what works best for them, the needs of their child and that of their family.
- 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. There are many opportunities for parents to ask questions about the information that is given to them.
- We reassure parents that we maintain confidentiality unless it is not in the best interests of the child.
- We inform all parents on a regular basis about their children's progress.
- 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 at all times.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting through invitations to share their knowledge.
- We welcome and record the contributions of parents in whatever form these may take.
- Home/school diaries allow and foster good communication between parents and the setting.
- 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.
- Information is sought from previous settings prior to a child entering our school.
- Parents are made aware of the appropriate procedures should they have any cause for concern.

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

- LTS Admissions Policy
- LTS EYFS Admissions Policy
- LTS Complaints procedure
- Developmental records of children.

Other documentation to consider: the Transitions and Settling-In Policy