

5. Parental Involvement Policy

Statement of intent

Welford Pre-school recognises that parents/carers are the primary educators of their children and greatly respect the unique knowledge that parents/carers have of their child. We believe that children benefit most from early years' education and care when parents/carers and Welford Pre-school work together in partnership.

Aim

- Our aim is to support parents/carers 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.
- Some parents/carers 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/carers are included.
- When we refer to 'parents/carers' 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/carers' also includes same sex parents as well as foster parents.
- 'Parental responsibility' is all the rights, duties, powers and responsibilities and authority, which by law a parent/carer of a child has in relation to the child and their property.

Methods

In order to fulfil these aims we:

- are committed to on-going dialogue with parents/carers to improve our knowledge of the needs of their children and to support their families;
- provide a key person to work with each child and their family, and support the needs of the child and parents/carers;
- inform all parents/carers about how Welford Pre-school is run and its policies through access to written information and through regular informal communication;
- encourage and support parents/carers to play an active part in the governance and management of Welford Pre-school via committee membership;
- can inform all parents/carers on a regular basis about their children's progress as required both verbally and through information uploaded on Tapestry;
- involve parents/carers in the shared record keeping about their children – both formally and informally – and ensure parents/carers have access to their children's developmental progress records via Tapestry;

- welcome the contributions of parents/carers, in whatever form these may take;
- provide opportunities for parents/carers to contribute their own skills, knowledge and interests to all activities of Welford Pre-school;
- consult with parents/carers about the times of meetings to avoid excluding anyone and in order to hold meetings in venues that are accessible and appropriate for all;
- inform all parents/carers of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents/carers have access to our written complaints procedure;
- provide opportunities for parents/carers to learn about the curriculum offered in Welford Pre-school with support given to promote learning at home where required;
- have a means to ensure all parents/carers are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children;
- consult with all parents/carers to find out what works best for them;
- ensure on-going dialogue with parents/carers to improve our knowledge of the needs of their children and to support their families;
- provide information about opportunities to be involved in the setting in ways that are accessible to parents/carers with basic skills needs, or those for whom English is an additional language.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is in place to support this policy:

- admissions policy;
- complaints procedure;
- record of complaints;
- developmental records of children

Date reviewed	10/10/2025
This policy was adopted at a meeting of Welford Pre-school held on	23/10/2025
Signed on behalf of the Committee	
Role of signatory	Chair