

4.4 Partnerships with parents, agencies and community policy

Policy statement

Perins Pre-School is committed to fostering strong collaborative partnerships with parents/carers, external professionals and the wider community. We believe that children thrive when families, staff, agencies and community partners work together to support their learning, development and well-being.

Partnerships with Parents

At Perins Pre-School, we welcome all parents as partners and support two-way sharing of information that helps establish trust and understanding. We are committed to supporting parents in an open and sensitive manner and include them as an integral part of the care and early learning team within the pre-school. 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 our setting. We also aim to support parents in their own continuing education and personal development. The key person system supports engagement with all parents, and we use strategies to ensure that all parents can contribute to their child's learning and development. The key person system ensures all practitioners use effective, targeted strategies and interventions to support learning that match most children's individual needs.

The Children Act (1989) defines *parental responsibility* as '*all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property*'.

Procedures

- Parents are made to feel welcome in our setting; they are greeted appropriately.
- We recognise and support parents as their child's first and most important educators.
- We have a means to ensure all parents are included - that may mean that we have different strategies for involving fathers, or parents who work or live apart from their children.
- We make every effort to accommodate parents who have a disability or impairment.
- We work with all parents to find out what works best for them.
- 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 make clear our expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
- We seek parents' views regarding changes in the delivery of our service.
- As far as possible our service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
- We provide sufficient opportunity for parents to share necessary information with staff, and this is recorded and stored to protect confidentiality.
- Our key persons meet termly with parents to discuss their child's progress and to share concerns if they arise.
- 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 we check to ensure these are understood. All parents have access to our written complaint's procedure.
- Inform parents on a regular basis about their child's progress and involve them in shared record keeping. Parents' evenings are held three times a year. The pre-school consults with parents about the times of meetings to avoid excluding anyone.
- Respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is also in place at our setting:

- Admissions Policy.
- Complaints procedure.
- Record of complaints.
- Children records policy.

Working in partnership with agencies

We work in partnership with local and national agencies to promote the well-being of all children. We will never share your data with any organisation to use for their own purposes.

Procedures

- We work in partnership, or in tandem, with local and national agencies to promote the well-being of children.
- We have procedures in place for the sharing of information about children and families with other agencies. These are set out in our Information Sharing Policy, Safeguarding Children and Child Protection Policy and the Supporting Children with Special Educational Needs Policy.
- Information shared by other agencies with us is regarded as third-party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in our setting and respect their professional roles.
- We follow the protocols for working with agencies, for example on child protection.
- We ensure that staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary, we consult with and signpost to local and national agencies who offer a wealth of advice and information that help us to develop our understanding of the issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

Community Partnership

Perins Pre-School is committed to building strong, positive relationships with the wider community to enhance children's learning, development, and wellbeing. We recognise that meaningful connections within the local area support children in developing a sense of belonging and understanding of the world around them.

We actively promote community engagement by:

- Organising regular visits to local facilities, including an assisted living complex, where children can interact with older members of the community, helping to build confidence, empathy, and respect across generations.
- Visiting the local library to encourage a love of books, support early literacy skills, and familiarise children with community resources available to them and their families.
- Providing opportunities for children to explore the local community through planned outings, helping them to develop awareness of their environment and their role within it.

In addition, we:

- Build links with local schools, health professionals, and community organisations to support children's development and smooth transitions.
- Promote inclusion and respect for diversity within our community.

- Share information with families about local services and opportunities available to them.

All outings and community visits are carefully planned and risk assessed to ensure children's safety and wellbeing at all times. We believe that strong community partnerships enrich children's experiences, support their social development, and help them to become confident and active members of their community

This policy was adopted on

21st April 2026

Date to be reviewed

21st April 2027

Signed on behalf of the provider

Michelle Osman

Role of signatory (e.g. chair, director or owner)

Pre-School Manager