



Partnerships with Parents and Carers Policy

Aims

At Pavilion Pre School (Aigburth) CIO we recognise that parents and carers are children's first and most important educators. Positive relationships between children, families and practitioners are central to providing high-quality care, education and support.

We are committed to developing respectful, welcoming and effective partnerships with all parents and carers. We value the knowledge that families have about their children and recognise that sharing information and working together helps us to understand each child as an individual.

Our aim is to:

- Develop trusting, respectful and two-way relationships with parents and carers.
- Keep families informed about their child's care, learning, development, wellbeing and experiences.
- Encourage parents and carers to share information, views, concerns and ideas with us.
- Work collaboratively with families to support children's individual needs and interests.
- Support continuity between children's experiences at home, in preschool and in our breakfast and after-school clubs.
- Ensure parents and carers have opportunities to contribute to their child's learning and development.
- Ensure families are aware of our policies, procedures and expectations.
- Provide an inclusive and accessible service for all families.
- Work with parents and carers to safeguard and promote children's welfare.
- Listen to and act upon feedback, concerns and complaints appropriately.

Scope

This policy applies to all children and families accessing:

- Pavilion Pre School
- Breakfast Club
- After School Club



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Although the nature of the provision differs, the same principles of respectful communication, partnership, inclusion, safeguarding and information sharing apply across all areas of the setting.

Where a child attends more than one part of the provision, staff will work together to ensure that relevant information is shared appropriately and that the child experiences consistency of care.

Parents and Carers as Partners

We recognise parents and carers as experts in their own children.

Families have valuable knowledge about their child's:

- personality and temperament
- interests and strengths
- communication and language
- routines and preferences
- culture, family life and experiences
- health and wellbeing
- additional needs
- emotional needs
- previous experiences
- learning and development.

We encourage parents and carers to share this information with us so that practitioners can provide care and learning that is responsive to each child.

We will listen to parents and carers and take their views seriously while ensuring that decisions remain focused on the child's best interests.

Communication with Parents and Carers

We recognise that effective communication is a two-way process.

We will provide parents and carers with appropriate opportunities to communicate with staff, including through:

- daily conversations with practitioners



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- key person discussions
- telephone calls
- emails and other agreed communication methods
- meetings and appointments
- progress discussions
- information displayed within the setting
- newsletters and updates
- parent information sessions and events
- sharing children's learning and experiences
- questionnaires and feedback opportunities
- discussions during settling-in and transition
- communication regarding breakfast and after-school club arrangements.

Staff will communicate with families in a professional, respectful and approachable manner.

We will make reasonable efforts to overcome barriers to communication, including considering language, literacy, disability, accessibility, cultural differences and parents' working patterns.

Where appropriate, we may use interpreters, translated information or other support to help families access important information.

Information About the Preschool

Parents and carers will be provided with information about how our preschool operates, including:

- our curriculum and approach to learning
- the EYFS
- the seven areas of learning and development
- daily routines
- children's experiences and activities
- key person arrangements
- settling-in arrangements
- assessment and progress
- SEND support
- safeguarding arrangements



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- food and drink
- health and wellbeing
- collection arrangements
- uncollected children procedures
- attendance and absence
- behaviour expectations
- complaints procedures
- relevant policies and procedures
- emergency contact arrangements.

We will ensure that required information is made available to parents and carers in accordance with current EYFS requirements.

Information About Breakfast and After School Clubs

Parents and carers using our breakfast and after-school clubs will receive clear information about the provision, including:

- opening and closing times
- registration and booking arrangements
- collection arrangements
- authorised collectors
- procedures for changes to collection arrangements
- activities and experiences provided
- food and drinks
- fees and payment arrangements
- safeguarding arrangements
- behaviour expectations
- emergency procedures
- what children need to bring
- arrangements for children who attend other schools/settings
- procedures for late collection
- procedures for an uncollected child
- how to contact the club in an emergency
- complaints and feedback procedures.



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Parents and carers will be informed of any significant changes to arrangements wherever reasonably possible.

We recognise that breakfast and after-school club provision may involve children arriving from or returning to school. Staff will communicate relevant information with parents, schools and other professionals where appropriate and where this is necessary to support children's safety and wellbeing.

Sharing Children's Learning and Development

For children attending preschool, we will share information about children's learning and development with parents and carers.

Parents and carers are encouraged to share observations of their child's interests, achievements and experiences at home.

This may include information about:

- new interests
- developing independence
- language and communication
- physical development
- friendships and relationships
- emotional development
- early literacy and mathematics
- creativity and imagination
- experiences from home or the wider community.

We recognise that learning continues beyond the setting and encourage families to extend children's interests through everyday experiences at home.

We will avoid unnecessary paperwork and focus on meaningful information that helps practitioners and families understand and support children's development. The DfE's early-years guidance specifically encourages two-way sharing without creating unnecessary administrative burdens.



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Key Person Approach

Each preschool child will have a named key person.

The key person will:

- develop a positive relationship with the child and family
- support the child's settling-in process
- get to know the child's interests, needs and development
- communicate with parents and carers
- support continuity between home and preschool
- contribute to observations, assessment and planning
- help identify appropriate next steps
- work with parents and other professionals where additional support is required.

Parents and carers will be informed of their child's key person and will be able to speak to them or another appropriate member of staff when necessary.

Children attending breakfast and/or after school clubs will also have a name key person. Staff are not required to undertake observations, assessments, planning or identify next steps.

Settling-In

We recognise that starting preschool or a new childcare provision can be a significant experience for both children and families.

We will work with parents and carers to make settling-in as positive and individualised as possible.

Parents and carers will be encouraged to share information about:

- the child's routines
- comforters
- interests
- communication
- eating and sleeping patterns
- toileting



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- previous experiences
- separation and emotional needs
- any concerns they may have.

We will maintain communication with families during the settling-in period and will discuss any concerns promptly.

Where a child moves between preschool and our breakfast or after-school club, staff will work together to support continuity and ensure relevant information is communicated.

Inclusion and Equal Opportunities

We are committed to ensuring that every family feels welcomed, respected and valued.

We will work in partnership with parents and carers to identify and reduce barriers to participation.

This includes supporting families of children who:

- have special educational needs and/or disabilities (SEND)
- are disadvantaged
- have English as an additional language (EAL)
- are known to or have previously been known to children's social care
- require additional support with communication or behaviour
- experience other barriers to learning, development or wellbeing.

We will work with parents, the child's key person, the Special Educational Needs Coordinator (SENCO) and relevant professionals where appropriate.

Parents and carers will be involved in discussions about additional support wherever this is appropriate and in the child's best interests.



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Safeguarding and Child Protection

Children's safety and wellbeing are central to our partnership with families.

We will work openly and appropriately with parents and carers to safeguard children. However, there may be circumstances where information cannot be shared with a parent or carer, particularly where doing so could place a child or another person at increased risk of harm or could compromise a safeguarding response.

All staff have a responsibility to recognise and respond to safeguarding concerns.

Where appropriate, the setting will work with parents, carers and relevant professionals to provide early help and support.

Current safeguarding guidance emphasises respectful two-way relationships with parents and carers while ensuring that children's welfare remains the priority.

Information will be shared with other agencies where this is necessary to safeguard or promote a child's welfare and in accordance with applicable information-sharing requirements. Current government guidance on information sharing was updated in September 2026.

Attendance and Absence

Parents and carers are expected to inform the setting as soon as possible if their child will be absent from preschool, breakfast club or after-school club.

Where a child is unexpectedly absent, the setting may contact parents or carers to establish the reason for absence.

Patterns of absence, persistent lateness or changes in attendance may be discussed with parents and carers where there are concerns about the child's welfare, learning or wellbeing.

Where appropriate, attendance concerns may form part of safeguarding or early-help discussions.

Health, Medical Needs and Wellbeing



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Parents and carers must provide the setting with accurate and up-to-date information about their child's health, medical needs, allergies, dietary requirements and medication.

Parents and carers should inform the setting of any significant changes that may affect their child's health, wellbeing or ability to participate safely.

Staff will work with families to support children's individual health needs in accordance with the setting's relevant policies and procedures.

Collection Arrangements

Parents and carers must provide clear information about who is authorised to collect their child.

The setting must be informed of any changes to collection arrangements.

For breakfast and after-school club children, parents and carers must ensure that agreed collection arrangements are followed.

Children will only be released in accordance with the setting's collection procedures.

Parents and carers must contact the setting as soon as possible if they are going to be late.

The setting's Uncollected Child Policy will be followed where a child has not been collected at the agreed time.

Working with Schools and Other Professionals

Where children attend school alongside our breakfast or after-school club provision, we recognise the importance of appropriate communication between the setting, parents/carers and school.

Information may be shared where necessary to support:

- safeguarding
- wellbeing



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- SEND
- behaviour and emotional needs
- transitions
- attendance
- medical needs
- continuity of care.

Information will be shared appropriately, proportionately and in accordance with data protection and safeguarding requirements.

Parents and carers will normally be informed about information sharing unless there is a safeguarding or other lawful reason why this would not be appropriate.

Confidentiality and Data Protection

We respect the privacy of children and families.

Information provided by parents and carers will be treated sensitively and stored securely in accordance with our confidentiality, data protection and information-sharing procedures.

Personal information will only be shared with others where there is an appropriate lawful basis or where sharing is necessary to safeguard a child.

Staff will not discuss children or families inappropriately in public areas or with people who do not have a legitimate need to know.

Parents' Views and Feedback

We welcome feedback from parents and carers.

Families are encouraged to tell us:

- what they feel we do well
- what could be improved
- what their child particularly enjoys
- whether they have concerns
- whether they have suggestions for activities or experiences



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- how we could improve communication
- how we could better support their family.

Feedback may be gathered informally through conversations or formally through questionnaires, meetings or other consultation opportunities.

We will use feedback to reflect on and improve our provision.

Concerns and Complaints

We encourage parents and carers to raise concerns as soon as possible so that we can try to resolve them promptly.

Parents and carers should normally discuss concerns with their child's key person or an appropriate member of the leadership team.

If a concern cannot be resolved informally, parents and carers may make a formal complaint in accordance with our Complaints Policy.

The setting will investigate complaints fairly, sensitively and appropriately and will maintain records of complaints and their outcomes.

Under the EYFS, providers must have a written complaints procedure and must investigate written complaints relating to how they are meeting EYFS requirements. The person making the complaint must be informed of the outcome within 28 days.

Respectful Relationships

We expect all communication between staff, parents, carers and other members of the setting community to remain respectful.

We understand that parents and carers may occasionally be worried, frustrated or upset. Staff will listen and respond professionally.

Aggressive, threatening, abusive or discriminatory behaviour towards staff, children or other families will not be tolerated.

Where necessary, the setting may take appropriate action to protect staff, children and families.



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Working Together Through Change and Transition

We will work with families to support children through significant transitions, including:

- starting preschool
- starting breakfast club
- starting after-school club
- moving between preschool and wraparound provision
- preparing for school
- moving to another early years setting
- changes in family circumstances
- changes to a child's additional needs or support.

Parents and carers will be encouraged to share relevant information so that transitions can be planned sensitively.

Supporting Learning at Home

We recognise that parents and carers do not need to be teachers to support children's learning.

We will provide practical ideas and suggestions that can be incorporated into everyday family life, such as:

- sharing books and stories
- singing songs and rhymes
- counting during everyday activities
- talking about what children see and experience
- encouraging independence
- cooking together
- exploring nature
- drawing and mark-making
- talking about feelings
- encouraging children to ask questions.

We will encourage parents to follow their child's interests and enjoy learning together.



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Parents as Contributors to the Setting

Where appropriate, parents and carers may be invited to contribute to children's experiences through:

- sharing cultural experiences
- talking about their occupation or interests
- contributing ideas to activities
- attending events
- sharing stories, songs or traditions
- taking part in consultations
- contributing resources or experiences where appropriate.

We value the diversity of our families and recognise that this can enrich children's understanding of the wider world.

Review and Monitoring

The setting will regularly review how effectively it works in partnership with parents and carers.

Feedback, complaints, surveys, conversations and staff reflections will be used to identify areas for improvement.

The policy will be reviewed annually or sooner where there are significant changes to legislation, statutory guidance or the operation of the setting.

Related Policies

This policy should be read alongside:

- Safeguarding Policy
- Complaints Policy
- SEND Policy
- Equality, Diversity and Inclusion Policy
- Confidentiality and Client Access Policy
- Attendance Policy
- Uncollected Child Policy
- Late Collection Policy



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- Administering Medicines Policy
- Health and Safety Policy
- Behaviour Leadership Policy
- Missing Child Policy
- Emergency and Lockdown Procedures.

This policy was adopted in October 2025.

It will be reviewed annually or as and when required.

Last updated: 06.10.26

Signed by Chair of Trustees:

Signed by Operations Manager: