

WOODLANDS PRIMARY SCHOOL, HEDGEHOGS NURSERY & SUNBEAMS CLUB



Partnership with Parents



**Updated: July 2025
Review Date: July 2028**

Parent Partnership Policy

In Woodlands Primary School, Hedgehogs Nursery and Sunbeams Club (the school) we warmly welcome all parents as partners and value two-way communication that helps build trust and mutual understanding. We are committed to supporting parents in an open and sensitive manner, recognising them as an integral part of the development of their child. In Early Years specifically, they are part of the care and early learning team and by working together, we can effectively meet the individual needs of each family and child, ensuring the highest quality of care, development and education.

In school, in our Early Years Department, be that Hedgehogs, Squirrels or Foxes, we use a key person system to encourage meaningful engagement with all parents. This system supports the development of strong relationships and ensures parents can actively contribute to their child's learning and development. We ask parents to take part in initial assessments of their child's starting points when they join the nursery and keep them regularly informed about their child's progress. We do this through the 'All About Me' sheets you complete, but we can also do this in a more bespoke way, should it be necessary. We actively encourage parents to share information about their child's learning at home and to work with the key person to help guide their development both in nursery and at home. Practitioners use targeted and effective strategies to meet each child's individual learning needs.

We are committed to:

- Recognising and supporting parents as their child's first and most important educators and welcoming them into the daily life of the nursery and pre-school.
- Building parents' confidence and encouraging them to trust their instincts and judgment about their child.
- Welcoming parents into the nursery and pre-school and providing a private space for confidential conversations.
- Providing nursery documents and communications in accessible formats if required, (such as multilingual versions, or electronic formats, to meet each family's needs.)
- Ensuring all parents are informed about the nursery and pre-school's policies and procedures.
- Maintaining regular contact with parents to foster a strong, secure and collaborative relationship that supports their child's wellbeing.
- Supporting parents in their own ongoing education and personal development, including signposting relevant courses, workshops and training opportunities.
- Keeping parents informed about the nursery and pre-school's activities, daily routines, food and drink offerings, and special events through daily communication logs, regular newsletters or Tapestry
- Operating a key person system so each parent can form a close relationship with a named practitioner, encouraging two-way information sharing about their child's needs at nursery and pre-school and at home.
- Providing regular updates on their child's development and involving parents in shared record keeping. Parents will be invited in for an informal parents evening during each term and a report will be written at the end of the school year.
- Encouraging parents to contribute to their child's learning by sharing observations, interests, and experiences from home, whether verbally, through photos or in writing.
- Considering and discussing all suggestions from parents regarding their child's care and the overall operation of the nursery and pre-school.
- Offering opportunities for parents to contribute their own skills, knowledge, and interests to nursery activities, and signposting them to relevant services and training.
- Making sure all parents understand the nursery and pre-school's systems for registering queries, compliments, complaints, or suggestions.

- Sharing information about the **Early Years Foundation Stage (EYFS)**, children's learning in nursery and pre-school, how parents can support learning at home, and where they can access further resources.
- Providing a contract with parents outlining acceptance conditions and payment arrangements.
- Respecting each family's religious and cultural backgrounds and accommodating any special requirements wherever possible.
- Informing parents about how the nursery and pre-school supports children with special educational needs and disabilities (SEND).
- Understanding parents' needs and expectations through regular feedback (e.g., questionnaires, a suggestion system) and using this input to improve policies and staff development. Feedback will be evaluated and shared with parents, along with an action plan.