Parent Partnership Policy

Prepared	September 2026	**Review due**	September 2027 or sooner
Policy lead	Emma Johnson	**Role**	Manager
Safeguarding lead	Sarah Simmonds	**Role**	Deputy Manager and DSL
Approved by	Heydays Preschool Committee	**Applies to**	All children, families and staff
Version	2.0	**Setting**	Heydays Preschool

Our commitment

Parents and carers know their children best. Heydays builds respectful, trusting relationships with families so that each child experiences consistent care, feels secure and can learn and develop well.

Partnership is an ongoing two-way process. We share useful information, listen carefully, make participation accessible and involve families in decisions about their child. A safeguarding or legal duty may require us to share information without consent, but we will be open about this whenever it is safe to do so.

What families can expect

- A warm welcome, a named key person and communication that is respectful, timely and easy to understand.
- Regular information about their child's wellbeing, experiences, learning and development, with opportunities to contribute.
- Early, sensitive discussion of any concern, additional need or change in support.
- Clear information about the EYFS, routines, staffing, food, policies, complaints and how to contact the setting in an emergency.
- Privacy, professional boundaries and fair treatment for every family.

1 Purpose and scope

This policy explains how Heydays works with parents, carers and others who hold parental responsibility. It applies from the first enquiry and settling-in period through daily attendance, assessment, transitions and the child's move to school or another provider.

The policy applies to employees, apprentices, students, volunteers, committee members and anyone communicating with families on behalf of Heydays. It should be read with the Safeguarding and Child Protection, SEND, Equality and Diversity, Complaints and Compliments, Data Protection and Confidentiality, Attendance, Medicines, Illness and Exclusion, Key Person and Transitions policies.

2 Legal and statutory framework

This policy reflects the Early Years Foundation Stage statutory framework for group and school-based providers effective from 1 September 2026. The EYFS requires a regular two-way flow of information with parents and carers, a key person for every child and partnership in learning, development and assessment.

It also takes account of the Childcare Act 2006, Children and Families Act 2014, Equality Act 2010, Data Protection Act 2018 and UK GDPR, the SEND Code of Practice 0 to 25 years, and Working Together to Safeguard Children 2026, together with later amendments or replacement guidance.

Nothing in this policy limits the setting's safeguarding duties or a child's right to protection. The child's welfare and best interests remain central to decisions.

3 Principles of partnership

- We recognise parents and carers as their child's first and most enduring educators.
- We value each family's knowledge, culture, language, identity, strengths and circumstances without judgement.
- We listen to the child's voice and take account of their communication, behaviour, wishes and feelings according to their age and development.
- We communicate honestly, including when a conversation is difficult, and agree actions, responsibilities and review points wherever possible.
- We address barriers to involvement so that partnership is meaningful for every family.
- We maintain professional boundaries and do not discuss one child or family with another.

4 Starting at Heydays and settling in

Before a child starts, we invite the family to share information that will help us care for the child safely and sensitively. This includes routines, interests, comfort and communication, family relationships, culture and language, health, allergies, dietary needs, SEND, previous settings and any professional involvement.

Settling arrangements are planned with the family and adjusted in response to the child. We explain what to expect, agree how updates will be shared and encourage families to tell us what is working or needs to change. There is no single settling pattern that suits every child.

Parents and carers must provide accurate registration, parental responsibility, emergency contact, collection, health and consent information and tell us promptly when it changes. Where possible, Heydays holds more than two emergency contact numbers for each child.

5 Key person and daily communication

Every child is assigned a key person. Families are told the key person's name and role. The key person helps the child build a settled relationship, develops a deep understanding of their individual needs and supports communication between home and preschool. Another familiar adult provides continuity when the key person is absent.

Staff exchange relevant information at arrival and collection while protecting privacy and maintaining safe supervision. A longer or sensitive conversation will be arranged away from other families rather than discussed at the door.

Communication may include face-to-face conversations, telephone, email, Tapestry, meetings, newsletters and the Parent Welcome Pack. Digital messages do not replace urgent verbal contact about illness, injury, safeguarding or a change to collection arrangements. Staff use only approved setting systems and accounts.

Information families should share

- Changes in health, medication, allergies, sleep, eating, toileting or emotional wellbeing.
- A significant event or change at home that may affect the child, including bereavement, separation, a new baby or changes to living or contact arrangements.

- Concerns about development, behaviour, safety, attendance or the child's experience at Heydays.
- New contact details, parental responsibility information, court orders or restrictions relevant to the child's care or collection.

6 Learning development and assessment

Practitioners keep parents and carers up to date with their child's progress and development and use information from home when planning responsive teaching and care. Families are invited to share interests, achievements, languages, experiences and observations from home without pressure to create extra evidence or paperwork.

We explain how the EYFS is delivered, the activities and routines children experience and how families can support learning through play, talk, stories, songs and everyday life. Parents may ask to discuss their child's records and contribute comments in line with the Data Protection and Confidentiality Policy.

Progress check at age two

When a child is aged between two and three, practitioners review their progress and give parents or carers a short written summary of development in the prime areas. The summary highlights strengths, areas where support may be needed and planned strategies. It is discussed with the family, including how learning can be supported at home. Parental consent is obtained before Heydays shares the check directly with another relevant professional, unless there is a lawful safeguarding basis to share information without consent.

7 SEND inclusion and early support

Heydays works with families to identify needs early and remove barriers to participation. Concerns are discussed sensitively and parents are involved in assessment, planning, action and review. The setting's SENCO, Kerri Lancaster Oliver, coordinates support and explains the graduated approach and any proposed referral or involvement from outside professionals.

We seek informed parental consent before routine referrals or sharing information with another professional. Where consent is not given, we explain the implications and record the decision. Information may still be shared when the law permits or requires it, including where this is necessary to safeguard a child.

Families may be offered information or signposting to health, local authority, early help, SEND Local Offer or community services. Accepting support is discussed without stigma. The SEND Policy provides the full arrangements for SEN support and review.

8 Equality access and communication needs

Every family is treated fairly and with dignity. We do not make assumptions based on disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy or maternity, marriage or civil partnership, age, family structure, language, care experience or socio-economic circumstances.

We take reasonable steps to make communication and involvement accessible. Depending on need, this may include plain language, visual information, an accessible format, additional time, a quiet meeting space, support with digital access or interpretation and translation arrangements. We check understanding rather than relying on information having been sent.

Parents and carers may identify another person to support them at a meeting. We will explain confidentiality and obtain any permissions needed before discussing the child with that person.

9 Separated families and parental responsibility

Heydays remains child-centred and neutral when family relationships are difficult. We record who has parental responsibility, where the child normally lives, authorised collection arrangements and any court order or formal restriction provided to the setting.

A parent with parental responsibility will normally receive information and may take part in decisions about their child, subject to the law, any court order, safeguarding concerns and the setting's need to protect personal data. One parent cannot ask Heydays to exclude another person with parental responsibility without a lawful basis. We do not mediate family disputes or pass personal messages between adults.

If arrangements are unclear or disputed, the Manager will seek appropriate advice. Collection concerns are managed under the Uncollected Child and Safeguarding policies, and emergency services are contacted where there is an immediate risk.

10 Safeguarding information sharing and confidentiality

Information is collected and used only for clear care, education, safety, legal or operational purposes. Records are accurate, relevant, stored securely and available only to people who have a right or professional need to see them. Parents are directed to the setting's privacy information and Data Protection and Confidentiality Policy.

We normally tell families when we need to share information and seek consent where consent is the appropriate lawful basis. Consent is not required to share information when this is necessary to protect a child, respond to a safeguarding concern, comply with a legal duty or cooperate with an authorised investigation. Safety takes priority over keeping information confidential.

Where it is safe and appropriate, we explain what will be shared, with whom and why. Staff record significant decisions and follow the Safeguarding and Child Protection Policy. Sarah Simmonds is the Designated Safeguarding Lead and Lynne Funnell is the Deputy DSL.

11 Permissions photographs and digital communication

The setting obtains and records permissions required for care and activities. Families may ask questions before deciding and may change a permission prospectively by contacting the setting. A withdrawn permission cannot remove material already lawfully used or retained where another legal basis applies.

Images, observations and messages are shared through approved systems and only with the intended audience. Parents and visitors must not photograph or record other children without permission and must not copy or share images, videos or information about another child from Tapestry, events or setting communications.

Staff maintain professional boundaries and do not use personal social media, personal messaging accounts or private devices to communicate about children unless an emergency procedure expressly requires it.

12 Transitions and continuity

We work with families and relevant providers when a child changes sessions, attends more than one setting, moves to another provider or starts school. We agree what information will support continuity, explain how it will be shared and involve the child at a level suited to their age and development.

Information shared may include the child's interests, communication, routines, development, health, SEND support and strategies that help them feel secure. Consent is obtained where required. Safeguarding records are transferred separately and securely under the Safeguarding and Child Protection Policy.

13 Parent involvement feedback and community

Families are invited to contribute in ways that suit their time, interests and circumstances. Opportunities may include parent meetings, stay-and-play sessions, celebrations, workshops, questionnaires, policy consultation, volunteering, transition events and sharing family or community knowledge.

Participation is welcomed but never treated as a condition of a child's place or as a measure of a family's commitment. We provide alternatives where attendance, work, disability, language, transport or other circumstances create a barrier.

Feedback is reviewed for practical improvements. We tell families about relevant changes and avoid collecting views when there is no realistic route to respond.

14 Concerns complaints and respectful conduct

Questions or worries should usually be raised first with the key person or another appropriate practitioner. The Manager will support an early conversation when a matter is sensitive, unresolved or relates to staff practice. Families will not be treated adversely because they raise a concern or complaint in good faith.

Written complaints about fulfilment of the EYFS are investigated under the Complaints and Compliments Policy. Heydays keeps a written record of the complaint and outcome and notifies the complainant of the investigation outcome within 28 days. The record is available to Ofsted on request.

Families may contact Ofsted if they believe the setting is not meeting EYFS requirements. Ofsted does not resolve individual disputes. A concern that a child is at risk must be reported immediately through safeguarding routes rather than waiting for the complaints process.

Communication must remain safe and respectful. Threatening, abusive, discriminatory or harassing conduct is addressed proportionately while keeping the child's welfare and access to care central.

15 Roles and responsibilities

Who	Responsibility
Committee	Approves the policy, supports accessible partnership arrangements and monitors themes, complaints and improvement without unnecessary access to family information.
Manager - Emma Johnson	Leads day-to-day implementation, ensures information systems and complaints arrangements meet EYFS requirements, addresses barriers and follows up concerns.
DSL - Sarah Simmonds	Leads safeguarding decisions, advice and information sharing where a child's safety or welfare may be at risk.
Deputy DSL - Lynne Funnell	Supports safeguarding practice and acts when the DSL is unavailable.
SENCO - Kerri Lancaster Oliver	Coordinates early identification, SEN support, parent involvement, review and liaison with relevant professionals.
Key person	Builds a settled relationship with the child and family, exchanges information and supports individual care, learning and transitions.
All staff	Communicate respectfully, protect confidentiality, record important information, follow agreed actions and escalate concerns promptly.
Parents and carers	Share accurate and relevant information, update changes, use agreed communication routes, respect privacy and work with staff in the child's interests.

16 Information made available to families

Heydays makes required information available through its welcome arrangements, website or policy folder, direct communication and copies on request. This includes how the EYFS is delivered; activities, routines and home learning; SEND support; food and drink; staffing organisation; the child's key person; emergency contact details; and relevant policies and procedures.

Parents are notified when an Ofsted inspection is due where the setting becomes aware of it, and the inspection report is supplied or made available to families after inspection. The setting's registration certificate is displayed and available on request.

17 Monitoring training and review

Parent partnership forms part of induction and supervision. Leaders check that staff can explain the key person role, share information appropriately, recognise communication barriers, handle difficult conversations and distinguish consent-based sharing from safeguarding sharing.

The Manager monitors feedback, complaints, accessibility, participation, transitions, SEND reviews, progress checks and recurring communication issues. The aim is to improve children's experiences and consistency, not to create unnecessary paperwork.

This policy is reviewed at least annually and sooner after a change in law or guidance, a significant complaint or safeguarding incident, feedback showing a barrier, or evidence that arrangements are not working as intended.

18 Setting and external contacts

Contact	Details
Setting	Heydays Preschool, c/o Four Marks Primary School, Kitwood Road, Four Marks, Alton, GU34 5AS
Email	admin@heydayspreschool.com
Manager	Emma Johnson - contact through the setting
Designated Safeguarding Lead	Sarah Simmonds - contact through the setting
SENCO	Kerri Lancaster Oliver - contact through the setting
Ofsted	https://www.gov.uk/complain-about-childcare | 0300 123 4666
Emergency services	999
Police non-emergency	101

19 Document approval

Approved by	Valerie Lucas	**Date**	September 2027
Signature		**Next review**	September 2027
Amendment	Version 2.0 - rewritten and updated for the September 2026 EYFS	**Date**	September 2026