Safeguarding and Welfare Requirement: Information and Records
Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to ensure the needs of all children are met.

9. Parental/Carer involvement

Policy statement

We believe that children benefit most from early years education and care when parents/carers and settings work together in partnership.

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 our setting. We also aim to support parents/carers in their own continuing education and personal development.

Some parents/carers are less well represented in early years settings; these include fathers, parents/carers who live apart from their children, but who still play a part in their lives, as well as working parents/carers. In carrying out the following procedures, we will ensure that all parents/carers are included.

When we refer to 'parents/carers', we mean both mothers and fathers; these include both natural or birth parents/carers, as well as step-parents/carers and parents/carers 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/carers, as well as foster parents/carers.

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'*. (For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance publication *Safeguarding Children*.)

Procedures

- Parents/carers are made to feel welcome in our setting; they are greeted appropriately, there is adult seating and provision for refreshment. This is subject to government guidelines and setting risk assessment.
- We have a means to ensure all parents/carers are included - that may mean that we have different strategies for involving fathers, or parents/carers who work or live apart from their children.
- We make every effort to accommodate parents/carers who have a disability or impairment.
- We consult with all parents/carers to find out what works best for them.
- We ensure on-going dialogue with parents/carers to improve our knowledge of the needs of their children and to support their families.

- We inform all parents/carers about how the setting is run and its policies, through access to written information, including our Safeguarding *Children and Child Protection* policy and our responsibilities under the Prevent Duty, and through regular informal communication. We check to ensure parents/carers understand the information that is given to them.
- Information about a child and his or her family is kept confidential within our setting. We provide you with a privacy notice that details how and why we process your personal information. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child's development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child. Reference is made to our Information Sharing Policy on seeking consent for disclosure.
- 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.
- The expectations that we make on parents/carers are made clear at the point of registration.
- We make clear our expectation that parents/carers will participate in settling their child at the commencement of a place according to an agreed plan.
- We seek parents/carers' views regarding changes in the delivery of our service.
- Parents/carers are actively encouraged to participate in decision making processes according to the structure in place within our setting.
- We encourage parents/carers to become involved in the social and cultural life of the setting and actively contribute to it.
- As far as possible our service is provided in a flexible way to meet the needs of parents/carers without compromising the needs of children.
- We provide sufficient opportunity for parents/carers to share necessary information with staff and this is recorded and stored to protect confidentiality.
- Our key persons meet regularly with parents/carers to discuss their child's progress and to share concerns if they arise. This is subject government guidelines and setting risk assessment.
- Where applicable, our key persons work with parents/carers to carry out an agreed plan to support special educational needs.
- Where applicable, our key persons work with parents/carers to carry out any agreed tasks where a Protection Plan is in place for a child.
- We involve parents/carers in the shared record keeping about their children - either formally or informally – and ensure parents/carers have access to their children's written developmental records.
- We provide opportunities for parents/carers to contribute their own skills, knowledge and interests to the activities of the setting.
- We support families to be involved in activities that promote their own learning and well-being; informing parents/carers about relevant conferences, workshops and training.
- We consult with parents/carers about the times of meetings to avoid excluding anyone.
- We 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; making every effort to provide an interpreter for parents/carers who speak a language other than English and to provide translated written materials.

- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents/carers; in whatever form these may take.
- We inform all parents/carers of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents/carers have access to our written complaints procedure.
- We provide opportunities for parents/carers to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home. There are opportunities for parents/carers to take active roles in supporting their child's learning in the setting: informally through helping out or taking part in activities with their child, or through structured projects engaging parents/carers and staff in learning about children's learning.

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

- Admissions Policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.

This policy was adopted by	Feltwell Playgroup
On	13.03.2026
Date to be reviewed	(on or before) 13.03.2027
Signed on behalf of the provider	J.I.
Name of signatory	Jonathan Irving
Role of signatory (e.g. chair, director or owner)	Committee Chairperson

Other useful Pre-school Learning Alliance publications

- Complaint Investigation Record (2015)
- Engaging Mothers & Fathers (2010)
- Safeguarding Children (2013)
- The First and Foremost Series (2008)
- Playcards for the Home Environment (2016)