



Play, Learn and Grow Together – Our Passion is Their Future

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Parent Partnership & Involvement Policy

Policy Statement

At St Helen's Pre-School, we believe that strong, respectful partnerships with parents are central to high-quality early years provision. Our ethos, Play, Learn and Grow Together – Our Passion is Their Future, reflects our commitment to working collaboratively with families to support every child from 6 months to 5 years.

We recognise parents and carers as their child's first and most influential educators. We value the knowledge, insight and experiences parents bring and build open, honest and trusting relationships based on mutual respect. We aim to ensure that every parent feels informed, listened to and actively involved in their child's pre-school experience.

Definition of Parent

For the purpose of this policy, a parent is defined as anyone who holds parental responsibility or legal guardianship for a child. This includes birth parents, adoptive parents, step-parents, foster carers, special guardians and any adult who has legal responsibility for the child.

We respect and include all family structures equally and do not make assumptions about relationships, living arrangements, culture or background.

Creating a Welcoming and Inclusive Environment

We are committed to ensuring that parents feel welcomed, valued and confident in their decision to join St Helen's Pre-School. All prospective parents are invited to visit the setting before registering (Appendix A) their child, providing an opportunity to explore the environment, meet staff and ask questions.

Parents attend a Welcome Meeting (Appendix B) with their child's key person to share important information about routines, interests and family life. This ensures partnership begins before the child starts and that parents feel heard and understood from the outset.

Parents are welcomed into the setting daily at drop-off and collection times. These moments provide regular opportunities to speak directly with the key person, share updates and receive handovers. This daily open-door approach supports relationship-building not only with the key person but with the wider staff team. The leadership team is visible and available each day, and parents are encouraged to approach the Manager or Deputies if they would like additional guidance, reassurance or a more detailed discussion.

We make reasonable adjustments where required and ensure that communication and meetings are accessible for parents with additional needs.

Communication and Information Sharing

We view communication as a shared responsibility and actively ask parents about their preferred methods of communication. We aim to respond in ways that are clear, timely and appropriate for each family.

Parents are kept informed through daily conversations with their child's key person, regular email communication and information displayed within the setting. These systems ensure parents remain up to date with events, celebrations and developments within the pre-school.

For parents of children attending our under 2 provision, we use Dayshare to provide detailed updates regarding sleep, nappy changes, food and drink and daily care routines. This supports continuity between home and pre-school and enables parents to remain closely connected to their child's day.

We offer termly review meetings where parents can discuss their child's development and next steps with the key person. Additional meetings are arranged whenever needed to ensure that parents feel fully informed and supported.

Where families speak English as an additional language or require alternative communication methods, we work collaboratively to ensure information is accessible and clearly understood.

Settling In and Transition

We understand that starting pre-school is a significant step for families. Our settling-in process is carefully planned to support parents as well as children, recognising that confident parents help children feel secure.

For children attending our under 2 provision, parents attend a Welcome Visit with their child's key person prior to starting. During this visit, parents share detailed information about routines, sleep patterns, feeding preferences and comfort strategies. The Lead Practitioner for the under 2 provision works alongside parents and the key person to design settling sessions that suit both the family and the child.

For children attending our 2–5 provision, parents attend a Welcome Visit to meet the key person and discuss their child's needs and interests. A settling session is organised before the child begins regular attendance. Where required, additional settling sessions are agreed with parents and adapted to meet individual needs.

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Where a child has identified special educational needs and/or disabilities, or where external agencies are involved with the family, parents may request a home visit prior to starting. These visits are attended by the key person alongside the Manager or Deputy Manager where appropriate. Home visits allow us to develop deeper understanding, build trust and ensure that provision is carefully planned in partnership from the outset.

We gently encourage parents to say goodbye to their child confidently and reassuringly, recognising that clear and consistent transitions support emotional security. Settling arrangements are reviewed regularly and adapted where needed to ensure families continue to feel supported and children remain emotionally secure.

Supporting Parents in their Child's Learning

We see parents as active partners in their child's learning and development. Through ongoing observation and assessment, the key person identifies each child's next steps (Appendix C) and discusses these with parents. Together, the key person and parents agree how learning can be supported both within the setting and at home.

Where appropriate, meaningful home learning opportunities may be suggested to build on the child's interests and developmental needs. These suggestions are designed to be practical and manageable within family life.

Parents are encouraged to share their child's achievements, interests and learning from home. Through our Parent Portal, families can document home learning alongside the key person's observations, creating a shared and consistent learning journey.

For children receiving SEND Support (Appendix D) or following an ELSA plan (Appendix E), partnership with parents remains central. Targets and strategies are discussed and agreed collaboratively to ensure consistency between home and pre-school.

Partnership in SEND Support

Where a child requires additional support, parents remain central to all decisions and planning. For children receiving SEND Support or following an ELSA plan, termly review meetings are held with the SENCo and the child's key person. These meetings provide opportunities to reflect on progress, review agreed targets and strategies, and plan next steps collaboratively with parents.

The key person works closely with families to implement agreed strategies, while the SENCo provides oversight to ensure provision remains appropriate and responsive. Parents are encouraged to share feedback from home so that support remains joined-up across environments.

Where external agencies are involved, this is done with parental consent and in open collaboration.

Parent Involvement and Community

We encourage parents to be actively involved in the life of the setting. We offer three Stay and Play sessions each year, one per term, providing parents with opportunities to experience the learning environment alongside their child. Throughout the year, parents are also invited to join us for celebrations and shared activities, strengthening our sense of community.

We actively seek parents' feedback and value their perspectives in shaping our provision. Parents are informed of how to raise queries, concerns or complaints and are encouraged to share suggestions for improvement. We use this feedback to reflect on practice and strengthen the quality of our partnership working.

Safeguarding and Confidentiality

All information shared by parents is treated with sensitivity and confidentiality in line with our Confidentiality and Information Sharing Policy. Information will only be shared without parental consent where there is a safeguarding concern or legal obligation.

Parents are informed of our safeguarding responsibilities and have access to our Complaints Procedure should they wish to raise a concern.

Policy Review

This policy is reviewed annually to ensure it remains relevant and effective.

This policy has been adopted by St Helen's Pre-School

Signed on behalf of the setting by:

..... Chairperson

..... Manager

Date: March 2026

This policy runs in conjunction with the following policies:

- Safeguarding
- SEND
- Confidentiality & Information Sharing
- Complaints
- Key Person & Settling In
- Admissions

Relevant Guidance and Legislation

- <https://www.parenta.com/>

Appendices – Please note appendices are held at the Pre-School, please ask to view

- A. Registration Form
- B. Welcome Meeting – Pre-School & Under 2s
- C. Next Step Report
- D. Support Plan
- E. ELSA Plan