



Little Forest Folk

Partnerships with Families Policy

Date Created: November 2024

Reviewed by: Xiao Flynn 21st July 2025

Little Forest Folk recognises that parents/guardians are the first educators of their children. In recognising the role of families, we acknowledge the benefits of working in partnership with families and how this contributes towards their child's time at nursery being happy, settled and productive.

Policy Statement

This policy informs parents/guardians of the commitment we have in involving them fully in their child's development, learning and experiences. This will be achieved by ensuring that families are always kept fully informed of events and activities, by sharing information with them, answering questions and addressing any concerns fully and by encouraging families to participate in nursery life.

Responsibilities

All staff working in the nursery will:

- Recognise that at all times they are accountable to the parents/guardians of the children in their care, and encourage parents to trust their judgement regarding their own child.
- Gather from parents/guardians' information which will aid their child settling at nursery.
- Share with the child's family, information about children's daily routines, the activities being planned and carried out.
- Make links with parents prior to the children starting at the setting as part of the settling in process.
- Support children's transition to school or into another setting.
- Inform parents/guardians regularly of their child's progress and development, through parent's evenings and encouraging them to be a part of their Learning Journal.
- Encourage parents/guardians to share any skills, interests and hobbies that might extend the children's experiences.



- Encourage parents/guardians to share details of any other form of registered provision their child attends.
- Ensure that parents are aware of the settings policies and procedures and that they are available at all times.
- Inform all parents of the systems for registering queries and complaints or suggestions, and check that these systems are understood by parents/guardians.
- Provide opportunities for parents/guardians to learn about the Early Years Foundation Stage (EYFS).
- Provide information for parents/guardians regarding the conditions of a place at our setting and arrangements for payment.
- Respect the family's religious and cultural backgrounds and accommodate any special requirements whenever possible and practical to do so.
- Find out the needs and expectations of the parents/guardians. These are obtained through regular feedback via questionnaires, parent's evenings and social events. These are then evaluated by the setting to promote practice, policy and staff deployment.