

Bloom Childcare

Parent and Community Engagement Policy

Building genuine partnerships with families and connecting with the wider community

Document Register Detail			
Document Name:	Parent and Community Engagement Policy		
Document ID:	B0069	Issue Date:	1 st October 2026
Version:	V1	Review Date:	1 st October 2027
Responsible Person:	Mark Johnson - MD	Status:	Live

1. Policy Statement

Bloom Childcare believes that a strong, respectful and two-way partnership between the setting and each child's family is one of the most powerful factors in a child's development and wellbeing. This policy sets out how Bloom builds and sustains that partnership, engages parents and carers as active participants in their child's learning, and connects with the wider community.

Bloom recognises that parents and carers are a child's first and most enduring educators. Everything we do in partnership with families enriches what children experience at home and at the setting - and the most effective learning happens when both environments are working together.

2. Scope

This policy applies to all Bloom settings, all staff, and to every family whose child attends Bloom, regardless of the type or duration of the placement. It also covers Bloom's approach to links with the wider community, external agencies and local organisations.

3. Legal and Regulatory Framework

Legislation / Guidance	Reference	Relevance
Statutory Framework for the Early Years Foundation Stage 2026	Section 3	Requires providers to keep parents informed about their child's progress, share assessment summaries, and maintain a two-way relationship with families.
Childcare Act 2006	Part 1	Requires Ofsted-registered providers to demonstrate effective engagement with parents as part of the inspection framework.
UK General Data Protection Regulation (UK GDPR) and Data Protection Act 2018	Articles 5, 6, 13	Governs how Bloom collects, stores and uses personal information provided by families. Families must be informed of their rights.
Equality Act 2010	Section 20	Requires reasonable adjustments to enable all families to participate in engagement activities, regardless of disability, language or other protected characteristic.

Children Act 1989	Section 17	Underpins the duty to support children in need, including through working effectively with families and other agencies.
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4. Definitions

Term	Definition
Parent / Carer	Any person with parental responsibility for a child, or who has care of the child - including biological parents, step-parents, legal guardians, foster carers and grandparents in a primary caring role.
Key Person	The named practitioner at Bloom who has primary responsibility for a child's care and development, and for maintaining the relationship with that child's family.
Parental Partnership	A genuine two-way relationship in which both the setting and the family contribute information, knowledge and insight to support the child - not simply a flow of information from setting to family.
Community Engagement	Connections Bloom makes with local organisations, services, cultural groups and places that enrich children's experiences and reflect the communities they live in.
Settling-in period	The planned period of visits and gradual introduction through which a child and their family build familiarity with their key person, the setting and its routines before full attendance begins.

5. Roles and Responsibilities

Managing Director (MD)

- Sets the strategic direction for parent engagement across the group.
- Ensures that parent engagement is embedded in quality monitoring and governance reporting.

Area Manager

- Assists the MD to ensure policy integrity
- Is an ambassador for Bloom Childcare when with parents, community, events or authorities.

Setting Manager

- Creates a welcoming, open and inclusive environment in which all families feel valued.
- Oversees the key person system and ensures every family has a consistent and meaningful point of contact.
- Ensures that parent consultations, learning journals, progress reviews and informal communications are happening consistently and to a high standard.
- Manages any concerns raised by families in line with the Complaints Policy (B0016).
- Identifies families who may need additional support in engaging with the setting and puts in place appropriate adjustments.

Key Person

- Builds and maintains a warm, consistent and trusting relationship with each assigned child and their family.
- Communicates regularly with parents and carers about their child's daily experiences, wellbeing, development and next steps.

- Actively seeks information from parents and carers about the child's life at home, interests and significant events.
- Ensures parents receive and understand their child's assessments, including the 2 Year Old Progress Check (B0076).
- Is the first point of contact for any concerns a family may raise.

All Staff

- Welcome and acknowledge every family member in a friendly manner at drop-off and collection.
- Share relevant information about the child's day in a friendly and professional manner.
- Maintain confidentiality at all times in line with the Confidentiality and Data Protection Policy (B0033).

6. Settling In

Every new child and family receives a planned and individual settling-in period before their full placement begins. This includes:

- A pre-start visit for the child and family to meet their key person and explore the setting.
- A home or remote information-gathering conversation between the key person and the family, covering the child's routines, likes, dislikes, health needs and any significant information.
- Agreed settling-in sessions of gradually increasing length, with the family present for as long as needed.
- A review of the settling-in process with the family before it ends, and a clear agreement about how ongoing communication will work.

The pace of settling in is led by the needs of the child and family - not by a fixed timetable.

7. Day-to-Day Communication

Bloom maintains regular, meaningful communication with every family through a range of channels, which may include:

- Verbal handover at drop-off and collection.
- Daily written or digital updates (where the setting uses an app or learning journal platform).
- Written notes where something important needs to be recorded.
- Phone or message contact where a concern arises during the session and the child cannot wait until collection.

Staff are always approachable and make time to listen. If a parent or carer raises a concern at handover that requires more time to address properly, the key person or Setting Manager will arrange a dedicated conversation at a suitable time.

8. Learning Journals and Progress Sharing

Bloom shares each child's learning and progress with their family through regular observation records, photographs and assessment summaries. Families are encouraged to:

- Share their own observations, photographs and news from home to add to their child's learning journey.
- Review their child's learning journal at any time and ask questions about what they see.

- Attend formal progress review meetings at least twice a year, in addition to the 2 Year Old Progress Check where applicable.

Assessment information is shared in plain, accessible language. Jargon is avoided. Where a family has English as an additional language, Bloom will make reasonable adjustments to ensure they can access and understand their child's progress.

9. Parent Events and Involvement in Learning

Each setting plans a range of events and opportunities throughout the year to involve families in their child's learning. These may include:

- Stay and play or stay and learn sessions.
- Seasonal celebrations and cultural events that reflect the community.
- Parent workshops on topics such as supporting communication at home, reading with young children, or understanding the EYFS.
- Open door sessions where parents are welcome to look around and talk to staff.
- Parent consultations and review meetings.

Bloom recognises that not all families can attend events during session hours. Where possible, events are offered at different times to maximise accessibility, and key information is always shared through alternative channels for those who cannot attend.

10. Community Engagement

Bloom is part of its local community and values the connections that enrich children's experiences and widen their understanding of the world. Each setting maintains and develops links with:

- Local schools, to support transition and continuity of learning.
- Libraries, parks, cultural venues and community spaces used in children's learning.
- Health visitors and other professionals involved in children's development.
- Local authority early years teams, including SEND support services.
- Food banks, community hubs and family support organisations where families may need signposting.

Where children go on educational visits to community settings, this is governed by the EV Trips Policy (B0025).

11. Complaints and Concerns

Bloom welcomes feedback from families - including concerns - as an important part of continuous improvement. Any concern raised by a family is taken seriously, responded to promptly and handled professionally.

The full process for raising and resolving complaints is set out in the Complaints Policy (B0016). Every family is made aware of how to raise a concern or complaint at registration and at any time on request. Bloom's complaints procedure is also available on request from the Setting Manager.

Where a complaint relates to safeguarding, it is handled in line with the Safeguarding and Child Protection Policy (B0027).

12. Confidentiality

All information shared by families with Bloom is treated as confidential and used only for the purpose for which it was shared. Bloom does not share family information with third parties without consent, except where required to do so by law or to protect a child's safety. The full policy on data protection and confidentiality is set out in B0033.

13. Related Documents

- Complaints Policy (B0016)
- Confidentiality and Data Protection Policy (B0033)
- Safeguarding and Child Protection Policy (B0027)
- Curriculum and Learning Policy (B0068)
- 2 Year Old Progress Check Policy (B0076)
- SEND Policy (B0029)
- EV Trips Policy (B0025)
- Equality and Diversity Policy (B0032)

14. Recording and Reporting

Parent engagement activity, including consultation dates, learning journal reviews and any formal communications with families, is recorded by the key person or Setting Manager. Concerns raised by families and actions taken are recorded and retained in line with B0033. Parent engagement quality is reviewed at the Managers H+S Meeting (B0056) and reported to governance via B0057.

15. Policy Review

This policy is reviewed annually or sooner following any significant change in the EYFS Statutory Framework, regulatory guidance, or practice at any Bloom setting.

16. Policy Approval and Sign-Off

Managing Director / Duty Holder	Mark Johnson		1 st October 2026
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