

## Working in Partnership with parents and other agencies Policy

This policy and associated procedures were adopted by Chelford Village Preschool on October 10th 2022.

Date of last review: 28<sup>th</sup> September 2023

Date of next review: 28<sup>th</sup> September 2024

Version: 1.0

Version Control Table

Version	Date Reviewed	Reviewed By	Comments
1.0	10 <sup>th</sup> October 2022	Katherine Bones	New Policy Adopted
1.0	28 <sup>th</sup> September 2023	Katherine Bones	No changes

## **Working in partnership with parents and other agencies policy**

### **Aim**

We actively promote partnership with parents and recognise the importance of working in partnership with other agencies to promote the well-being of children and their families. This includes signposting parents to support as appropriate.

### **Objectives**

- We believe that parents are children's first and most enduring educators and our practice aims to involve and consult parents on all aspects of their child's well-being.
- We also recognise the important role parents must play in the day-to-day organisation of the provision.
- We consider parents views and expectations and will give the opportunity to be involved in the following ways:
  - sharing information about their child's needs, likes, achievements and interests
  - settling in their child to the agreed plan according our settling in procedures
  - taking part in children's activities and outings
  - contributing with ideas or resources as appropriate to enhance the curriculum of the setting
  - taking part in early learning projects, sharing with educators knowledge and insights about their child's learning
  - contributing to assessment with information, photos and stories that illustrate how their child is learning within the home environment, taking part in day-to-day family activities
  - taking part in discussion groups
  - taking part in planning, preparing, or simply participating in social activities organised within the setting
  - taking part in a parent forum to encourage the democratic participation of parents in discussions about the day-to-day organisation of the setting, consulting about new developments and other matters as they arise
  - involvement in the review of policies and procedures
  - Ofsted and setting contact details are displayed on the parent notice board for parents who have a complaint that cannot be resolved with the setting manager in the first instance, or where a parent is concerned that the EYFS standards are not being maintained

### **Partnership and signposting to other agencies**

- We are committed to ensuring effective partnership with other agencies including:
  - local authority early years services about the EYFS, training and staff development
  - local programmes regarding delivering children's centres or the childcare and early education element of children's centres
  - social welfare departments regarding children in need and children who need safeguarding or for whom a child protection plan is in place
  - child development networks and health professionals to support children with disabilities and special needs
  - local community organisations and other childcare and early education providers
  - Ofsted and setting contact details are made available to other agencies who have a complaint that cannot be resolved with the Setting Manager in the first instance, or where a parent is concerned that the EYFS welfare standards are not being maintained.
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### **Procedure for working in partnership with parents and other agencies**

We believe that families are central in all services we provide for young children. They are involved in all aspects of their child's care, their views are actively sought and they are actively involved in the running of the setting in various ways.

We work in partnership with local and national agencies to promote the well-being of all children.

### **Families**

- Parents are provided with written information about the setting, including the setting's safeguarding actions and responsibilities under the Prevent Duty
- Parents are made to feel welcome in the setting; they are greeted appropriately, there is adult seating and provision for refreshment.
- Every effort is made to accommodate parents who have a disability or impairment.
- The expectations we make on parents are made clear at the point of registration.
- There is a clear expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
- There is sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
- Key persons support parents in their role as the child's first and most enduring educators.

- Key persons regularly meet with parents to discuss their child's **learning and development** and to share concerns if they arise.
- Key persons work with parents to carry out an agreed plan to support a child's special educational needs.
- Key persons work with parents to carry out any agreed tasks where a child protection plan is in place.
- According to the nature of the setting, there is provision for families to be involved in activities that promote their own learning and well-being.
- Parents are involved in the social and cultural life of the setting and actively contribute.
- As far as possible the service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
- Parents are involved in regular assessment of their child's progress, including the progress check at age two, as per Progress check at age two procedure.
- There are effective means for communicating with parents on all relevant matters and our complaints procedure for parents and service users is referred to when necessary.
- Every effort is made to provide an interpreter for parents who speak a language other than English and to provide translated written materials.
- Information about a child and their family is kept confidential within the setting. 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 their child's development that need to be shared with another agency. Parental permission will be sought unless there are reasons not to, to protect the safety of the child.
- Parental consent is sought to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- Parents' views are sought regarding changes in the delivery of the service
- There are opportunities for parents to take active roles in supporting their child's learning in the setting: informally through helping out or activities with their child, or through structured projects engaging parents and staff in their child's learning.

### **Agencies**

- We work in partnership or in tandem with local and national agencies to promote the wellbeing of children.
- Procedures are in place for sharing of information about children and families with other agencies, as set out in our Confidentiality, recording and sharing information procedure.

- Information shared by other agencies (third party information) is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, individuals are made to feel welcome in the setting and professional roles are respected.
- Staff follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other children during their visit.
- Staff do not casually share information or seek informal advice about any named child/family.
- We consult with and signpost to local and national agencies who offer a wealth of advice and information promoting staff understanding of issues facing them in their work and who can provide support and information for families. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and early education, or adult education.

### **Schools**

- We work in partnership with schools to assist children's transition in accordance with our Prime times – transition to school procedure, and share information as per our Transfer of records procedure.
- The setting manager actively seeks to forge partnership with local schools with the aim of sharing best practice and creating a consistent approach.

### **Legal references**

- Childcare Act 2006
- Education Act 2011