



Ladybird Forest Pre-School

Safeguarding and Welfare Requirements: Information and records

10.2 Working in Partnership

Policy Statement

At Ladybird Forest Pre-School, we believe that parents / carers and staff need to work together in a close partnership for children to receive the quality of care and early learning to meet their individual needs. We welcome parents / carers as partners and support a two-way sharing of information that helps establish trust and understanding. We are committed to supporting parents / carers in an open and sensitive manner to include them as an integral part of the care and early learning team within the Pre-School. In addition, we work in partnership with local and national agencies to promote the well-being of all children.

Procedures

- Parents / carers are requested to contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress.
- Parents / carers are encouraged to support and share information about their children's learning and development at home.
- We recognise and support parents / carers as their child's first and most important educators and to welcome them into the life of the Pre-School.
- We generate confidence and encourage parents / carers to trust their own instincts and judgement regarding their own child.
- We welcome all parents / carers into the Pre-School at any time by appointment and provide an area where parents / carers can speak confidentially with us as required.
- We welcome nursing mothers. The Pre-School will make available a private area whenever needed to offer space and privacy to nursing mothers.



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- We have a means to ensure all parents / carers are included - that may mean that we have different strategies for involving fathers, or parents who work or live apart from their children.
- We ensure Pre-School documentation and communications are provided in different formats as necessary to suit each parent's needs, e.g. Braille, multi-lingual, electronic communications.
- 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; and can contact the local authority in an attempt to obtain an interpreter for parents / carers who speak a language other than English and to provide translated written materials.
- We ensure that all parents / carers are aware of the Pre-School's policies and procedures. A Parents and Carers Information Guide will be provided, and our full policy documents will always be available to parents / carers in the Caterpillar room and on the Pre-School website.
- We maintain regular contact with parents / carers to help us to build a secure and beneficial working relationship for their children.
- We support parents / carers in their own continuing education and personal development including helping them to develop their parenting skills and inform them of relevant conferences, workshops, and training.
- We create opportunities for parents / carers to talk to other adults in a secure and supportive environment through such activities as open days, parents' evenings, and a parents' forum.
- We inform parents / carers about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through regularly distributed newsletters, the online learning journal and the Pre-School website.
- We operate a key person system to enable parents / carers to establish a close working relationship with a named practitioner and to support two-way information



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sharing about each child's individual needs both in pre-school and at home. Parents / carers are given the name of the key person of their child and their role during the home visit.

- We inform parents / carers on a regular basis about their child's progress and involve them in shared record keeping. Parents' evenings will be held at least once a year. The Pre-School will consult with parents / carers about the times of meetings to avoid excluding anyone.
- We provide opportunities for parents 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 and staff in learning about children's learning.
- We actively encourage parents / carers to contribute to children's learning through sharing observations, interests and experiences from home and contributing on their child's online learning journal account. This may be verbally, sharing photographs or in written form.
- We encourage parents / carers to become involved in the social and cultural life of the setting and actively contribute to it.
- 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 agree the best communication method with parents / carers e.g. email, face-to-face, telephone and share information.
- We consider and discuss all suggestions from parents / carers concerning the care and early learning of their child and Pre-School operation. We have a suggestions box by the parent notice board for this purpose.



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- We provide opportunities and support for all parents / carers to contribute their own skills, knowledge, and interests to the activities of the Pre-School including signposting to relevant services, agencies, and training opportunities.
- We inform all parents / carers of the systems for registering queries, compliments, complaints, or suggestions, and check that these systems are understood by parents. All parents have access to our written complaints procedure.
- We respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so.
- We inform parents / carers how the Pre-School supports children with special educational needs and disabilities.
- Where applicable, our key persons work with parents / carers to carry out an agreed plan to support special educational needs.
- We find out the needs and expectations of parents/ carers. We will do this through regular feedback via questionnaires, suggestion system and encouraging parents to review working practices. We will evaluate any responses and publish these for parents with an action plan to inform future, policy, and staff development.

Working in partnership with other agencies

- We work in partnership, or in tandem, with local and national agencies to promote the well-being of children.
- We have procedures in place for the sharing of information about children and families with other agencies. These are set out in our Privacy Notice, Data Protection and Confidentiality policy and Safeguarding Children and Child Protection policy.
- Information shared by other agencies with us is regarded as third-party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in our setting and respect their professional roles.



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- We follow the protocols for working with agencies, for example on child protection.
- We ensure that 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 child(ren) during their visit.
- We do not casually share information or seek informal advice about any named child/family.
- When necessary, we consult with and signpost to local and national agencies who offer a wealth of advice and information that help us to develop our understanding of the issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

Legal framework:

- General Data Protection Regulations (GDPR) (2018)

Further guidance:

- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015)

Relevant Ladybird policies:

- 1.2 Safeguarding Children and Child Protection
- 4.1 The role of the Key Person and Settling in
- 10.1 Admissions
- 10.7 Complaints
- 10.6 Data Protection and Confidentiality



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This policy was reviewed by	Amanda Sanders - Pre-School Manager Victoria Grimes - Admin Manager Rebecca McGough - Chair
Date of review	13 th January 2024
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Chair's signature	