WORKING IN PARTNERSHIP POLICY

The Wendy House Nursery Ltd
Partnership Working Policy

1) Working in partnership with Parents/Carers

At The Wendy House Nursery we recognise that parents are the child's first carers and educators and therefore their views and knowledge of their children are paramount in ensuring that we are able to provide the best possible care. We seek to work in partnership with parents and other agencies to enable us to have the maximum possible impact on each child's development and learning. Any successful partnership needs to have a two-way exchange of information, knowledge and expertise. We seek to create an environment where parents feel welcome and valued.

We will seek to achieve this by implementing the following:

1. The Nursery has a notice board for parents and carers. This includes information such as forthcoming events and activities, newsletters, policies, EYFS information etc.
2. Newsletters are produced on a regular basis.
3. The nursery has a comprehensive range of policies and procedures kept within the room. They are available for parents to view on request and available at the open day. Key policies are shared with parents as children start. We have policy of the month in place and displayed.
4. As children start developmental information is collated from parents to give a baseline for the staff to immediately begin to plan to support each child's individual needs and developmental next steps.
5. Parents have access to recorded information held on their children's file. There are some occasional restrictions where Child Protection concerns arise.
6. Information provided by parents about their children will be confidential and treated on a strict 'need to know' basis.
7. Parents are requested to immediately advise the Nursery staff of any changes to emergency contact number, change of address, doctor or persons permitted to collect the child.
8. Parents are requested and encouraged to keep relevant staff informed of circumstances that might affect their child's well being. This will include physical or emotional issues such as health, bereavement, separation or illness in the family.
9. An opportunity will be available at the end of the day for parents to discuss any queries or concerns about their child's progress. If this informal arrangement is not desired or appropriate, an appointment will be made available at the earliest opportunity. A confidential room can be booked if required.
10. Parents are encouraged to continue learning at home to support their child's development.
11. Involvement in the Nursery Information regarding children's activities throughout the day will always be available to parents on a daily basis via verbal communication with staff.
12. Activity planning will be on display within the nursery for parents and carers to view.
13. Should we have any concerns about a child's wellbeing during the day, every effort will be made to contact the parents/carers or their emergency contact.
14. We believe that a parent's involvement in nursery life enriches a child's experience and we therefore invite and encourage parents and carers to become actively involved from sharing particular talents, reading a story (particularly in a different home language) to simply joining us on our open day or trips and outings.

**The Key Person Approach**

The nursery operates a key person approach in order to provide the best possible working relationship for each child and their family and to ensure that individual needs are recognised and supported. The key worker will aide the child and parents/carer's in the settling in process and will monitor their key child's progress throughout the time they spend with us. For more information on how the nursery operates the key person approach please refer to the Key Person policy.

**Sharing of Information**

At The Wendy House Nursery we follow the EYFS statutory Framework (See Care, Learning and Play policy). We are required to provide parents with the following information:

- How the EYFS is delivered and how parents can access further information.

We provide EYFS information as children start (Foundation years leaflet) and share useful websites with parents regularly via newsletters and notice board and verbally.

- How we support children with Special Educational Needs.

Please See SEN Policy.

- The foods and drinks provided.

- Details of our policies.

Please see above re sharing of policies.
• Staff in the setting and the name of the Key person and contact details for the setting.

We have a display with each staff name and responsibilities. We share details about Key person as each child starts at nursery and children’s trays are organised into a colour system to represent their group (See Key Person Policy). Our contact number is shared as children start in the setting.

At nursery we encourage the sharing of information both on a daily basis and setting aside regular times to discuss each child’s developmental progress with their nominated key person.

Each key person is responsible for collecting a portfolio of evidence for their key child’s developmental profile. This is looked upon as being a shared document and parents and carers are encouraged to provide information through their own observations and photos to also be included. Parent observation sheets are provided.

We rely on parents to keep us updated on their child’s progress at home and concerning any changes to routine, diet and general health and well-being. Each Key person planning sheet has a section where notes from parents can be added and then these will impact upon planning and provision.

We strongly believe that the more information shared between the nursery and parents regarding the child’s learning leads to improved outcomes for the children.

The nursery regularly provides parents with information regarding the nursery through newsletters, notice board, open days and parents evenings. We send out questionnaires asking for feedback on changes and improvements we can make and respond to this.

**Families who have English as an additional language**

The nursery is committed to ensuring all families feel welcome and included in the setting and we have adopted certain practices to help support families with EAL. We also support children within the setting by using lots of visual aids, signing, props and puppets, labels and signs in home languages, multi-language books and tapes and finding out key words to help with communication to name but a few. Wendy Scanlan has accessed the ELKLAN course and parents can request advice regarding supporting Communication and Language or supporting children with EAL on request.
**Induction and Transitions**

Leaving your child at nursery can be a difficult process, but by working in partnership with parents we can make it easier. When initially settling a new child into the nursery, we work together with the parents to devise the best induction programme that will help both the child and their parents become confident with the nursery routines and familiar with the staff. Children due to start are offered a nursery visit with their parent/carer. At this point information will be shared regarding their children (be it developmental, social, or health related) can be exchanged easily and comfortably by nursery staff and parents to support each child’s transition deciding upon how best to support this time. Children with identified Special Educational Needs will be offered a transition meeting with the family and all professionals to ensure a plan can be put into place.

**Open-door Policy**

The nursery operates an ‘open-door’ policy with regard to discussing any concerns with parents and we are committed to working together to resolve any problems or worries about a child or the care that they receive.

If a parent has a concern about their child they are encourage to speak to their child’s key person. Any other issues regarding the nursery should be taken to the nursery manager who can organise a meeting, if appropriate, to discuss them. If the parent is unhappy with the outcome and feels it has not been successfully resolved, they should follow the nursery’s complaints procedure.

**Confidentiality**

All personal information on children, parents/carer's and staff are kept in a lockable filing cabinet to which only authorised people have access to it.

Information will only be shared with the professionals directly involved with a child, parent/carer, or staff member.

(Please see the confidentiality statement.)

**2) Consulting with Children**

At The Wendy House we believe:

- Children's views and ideas are important.
- Children have the right to be consulted on matters affecting them, and to have their views listened to. (UN Convention on the Rights of the Child, 1989).

- Consultation empowers children.

- Children's confidence and self-esteem grow when their ideas, feelings and capabilities are treated with respect.

- Consultation increases children's sense of ownership of, and responsibility for their own learning.

- Children learn through doing things for themselves.

- Children learn to make decisions by being given choices.

- Children learn to be responsible when they are given responsibility.

- Children should be supported in developing confidence and self-esteem through the consultation process.

- Children should be offered choices to support the development of decision-making skills.

With this in mind we provide the following opportunities to meet our objectives as outlined:

- Staff to ensure that daily routines support decision-making, planning and consultation, e.g. plan-do-review process.

- Children are encouraged to take responsibility for their own learning.

- Staff to ensure that appropriate support is available and suitable strategies in place to enable all children to participate in the consultation process.

- Staff to ensure that consulting with children, and working with children as partners is embedded in our daily practice.

- Facilitating opportunities for children to talk with each other and / or an adult in a calm, unhurried manner, to express their views and feelings, e.g. circle time / key-group time / lunch time.

- Providing an appropriate role model with regard to talking / listening, and introducing suitable language to allow expression of views / ideas / opinions.

- Modelling appropriate behaviour and language to help children confidently and accurately express their feelings.

- Supporting and encouraging less confident children to feel comfortable joining in conversations / discussions, e.g. on a one-to-one basis with an adult / during a small group activity.
- Supporting children in expressing their ideas, feelings and opinions through stories / painting / drawing / puppets / dolls / role-play.

- Developing an awareness of strategies used by individual children to communicate their views and feelings, especially those children with limited language / developing communication skills, e.g. pointing / eye movements / bringing an object to the adult / the adult to an area or object to communicate needs.

- Talking to children as they work, providing a commentary and encouragement.

- Encouraging children to take turns to talk and listen to each other.

- Asking children their opinions, and acting on what is said.

- Ensuring appropriate opportunities are provided for ‘choosing’ within a variety of familiar contexts, using concrete cues as support, e.g. actual objects / pictures / photographs. This enables children to feel secure in making their choices, e.g. choosing what to buy for snack / which foods to eat for snack / where to play.

- Providing children with their own “books” containing examples of each child’s own work, pieces of documentation, other photographs and written material by both the child and adult along with contributions from home.

- Helping children to develop appropriate strategies for resolving conflict.

- We send questionnaires out seeking information from parents about what changes their child would like to make to the provision and this is included in our SEF and responded to.

3) Working in partnership with other professionals

We work in partnership with, local and national agencies to promote the well-being of children. For partnership working to be successful we must be active in working alongside, sharing expertise and knowledge with colleagues and on occasions seek advice from other agencies in order to support individual children’s needs. At times children may attend a number of different provisions (Childminders, Other nurseries etc). We understand that in order for children’s needs to be met and optimum progress to be made we must work with the other provider to share developmental information, next steps and assessment information to support consistency. We will speak with the parents to seek permission to share any information beforehand and explain the purpose. The Key person will contact the key person at the other setting and build up a relationship where the child can be fully supported. Childminders also have a responsibility to support children’s development and they can play a vital role in supporting children and consolidating their learning in their homely environment.
We will share summative assessments and the child’s Key Person will liaise closely with the Childminder to ensure consistent judgements and next steps can be agreed.

As we are based on the school site we work closely with the school and plan ahead to support the children’s transitions into school. We attend taster visits into the Reception class to support the children to become confident with the new routine and staff. For children who attend different schools we invite teachers into nursery to ensure they can introduce themselves to the child. As children move on from our provision we share developmental information with the new setting. For children with Identified SEN we will arrange a transition meeting with the family and all agencies to ensure a documented plan can be developed and advice sought.

**Information sharing (Please see separate policy also):**

- Procedures are in place for sharing of information about children and families with other agencies. These are set out in the Information Sharing protocol, Safeguarding Children procedures and the Special Educational Needs procedures.

- 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 the setting and their professional roles are respected.

- We follow the protocols for working with agencies, for example on child protection (See Safeguarding policy).

- 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.

- Our staff do not casually share information or seek informal advice about any named child/family.

- When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, The Gateway service, Link Workers, Inclusion Team, welfare rights advisors or organisations promoting childcare and education, or adult education.
Useful contacts/ Supporting Legislation/guidance:
Steve Westhead (Local Authority Designated Officer) 01942 486042/ 01942 828300
Children in Need Team 01942 828300
OFSTED 0300 123 1231
www.isa.gov.uk/referral
Safeguarding Vulnerable Groups Act 2006
Public Interest Disclosure Act 1998
Every Child matters
Children Act 2004
Working Together to Safeguard Children 2013
What to do if you are concerned a child is being abused 2006
www.homeoffice.gov.uk/crime/vetting-barring-scheme/
Guidance for Safer working practice for adults who work with children and young people
EYFS Statutory Framework 2014
Information sharing guidance for practitioners.

Relating policies: Safeguarding including child protection, Suitable people, Recruitment and induction, information sharing, Key Person, Equality of opportunities including individual and Special Educational needs, Care, Learning and Play,