**Childcare Practice**  

**4.5 Working in Partnership with Families and other Early Years Providers**

Policy statement

At Mayfield Preschool we understand that our children’s development and happiness comes first, and that learning begins at home. In fostering excellent parent partnerships we can extend learning and develop on going rapports. We work in partnership with local agencies who can provide specialist information, as well as national agencies.

**Procedures for:-**

**Families**

* First, and foremost, we want to promote the well being of our children. Parents are invited, with their child, to attend a settling in session – meeting key people and the managers.
* Transition for each child is personalised to that child and feedback will happen every session between parent and key people.
* Parents are kept regularly informed on their child’s development and learning through a variety of means, and ‘Parents Voice’ forms are sent out termly to allow them to feedback.
* Yearly we send out a questionnaire to families about our service.
* On our registration form we ask if the child attends another setting, and if so, which one.
* We use Tapestry at Mayfield Preschool – when a child joins, parents will be given a unique password and be able to access their child’s learning online. This provides them with regular ‘snippets’ of the child’s learning and development, as well as a space to comment and note learning or events taking place at home.
* Every week an update is emailed to parents letting them know the activities that have taken place that week, and the learning content derived from it.
* We update parents on books enjoyed and songs sung by their children weekly so that they may continue this learning at home.

**Other Settings**

* We do our best to contact the other setting in order to know other key people in the child’s life, and communicate with them.
* If a child is at two settings or more, we will link our Tapestry accounts so as to work alongside them in building a true picture of the child’s development. This includes communicating next steps or supporting those next steps set.
* If a child joins us from another setting in dual placement, we will send a safeguarding letter to the manager of the setting asking if there are any concerns.
* We have close links with our local Primary School and work alongside them closely for transition. We have formed a ‘village project’ and will moderate with them every 12 weeks and have regular meetings as well as shared sessions with the children 3 times a week.

**Agencies**

* We work with or alongside local or national agencies as required, in order to secure the well-being of our children.
* Procedures are in place for the sharing of information about children and families with other agencies. These are set out in the Information Sharing Policy, Safeguarding Children and Child Protection Policy and the Supporting Children with Special Educational Needs Policy.
* We welcome staff from EYRS agencies in any capacity that they visit us, appreciating that they are specialists in their field.
* These staff do not have unsupervised access to children during their visit and will sign in and have ID checked when entering our premises.
* Information sharing is kept to a ‘need to know’ and staff do not casually share this information.

**Local Authority**

* We will work with our local authority and improvement officers to deliver the most upto date and best care possible for our children.
* Staff will attend courses to keep them upto date with their CPD
* We attend Hub meetings (St Mark’s Hub) to share ideas and build upon knowledge with all EYFS Professionals and specialists in our local area.