49. WORKING IN PARTNERSHIP WITH PARENTS/CARERS & OTHER AGENCIES

ASK believes 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/carers are provided with written information about the setting, including the setting's safeguarding actions and responsibilities under the Prevent Duty.
- Parents/carers are made to feel welcome at ASK; they are greeted appropriately and there is adult seating and provision for refreshment.
- Every effort is made to accommodate parents/carers who have a disability or impairment.
- The expectations we make on parents/carers are made clear at the point of registration.
- There is a clear expectation that parents/carers will participate in settling their child at the commencement of a place according to an agreed plan.
- There is sufficient opportunity for parents/carers to share necessary information with staff, and this is recorded and stored to protect confidentiality.
- Key persons support parents/carers in their role as the child's first and most enduring educators.
- Key persons regularly meet with parents/carers to discuss their child's learning and development and to share concerns if they arise.
- Key persons work with parents/carers to carry out an agreed plan to support a child's special educational needs.
- Key persons work with parents/carers to carry out any agreed tasks where a child protection plan is in place.
- Parents/carers 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/carers without compromising the needs of children.
- Parents/carers are involved in regular assessment of their child's progress, including the progress check at age two.
- There are effective means for communicating with parents/carers on all relevant matters and our Complaints procedure for parents/carers and service users is referred to when necessary.

- Every effort is made to provide an interpreter for parents/carers 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/carers' views are sought regarding changes in the delivery of the service.
- There are opportunities for parents/carers to take active roles in supporting their child's learning in the setting: informally through helping, or activities with their child, or through structured projects engaging parents/carers 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 & Access to Records policy.
- 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 as per our Transfer of Records to School policy.
- The setting manager actively seeks to forge partnership with local schools with the aim of sharing best practice and creating a consistent approach.

Aim

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

Objectives

- We believe that parents/carers are children's first and most enduring educators and our practice aims to involve and consult parents/carers on all aspects of their child's well-being.
- We also recognise the key role parents/carers must play in the day-to-day organisation of the provision.
- We consider parents/carers 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 to 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; and
- Ofsted and setting contact details are displayed on the parent/carer notice board for parents/carers who have a complaint that cannot be resolved with the setting manager in the first instance, or where a parent/carer 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; and
  - 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/carer is concerned that the EYFS safeguarding and welfare standards are not being maintained.

Legal references

Childcare Act 2006

Education Act 2011

In compliance with the Safeguarding and Welfare Requirements, the following documentation is also in place at ASK:

- Admissions Policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.

This policy was adopted by:	ASK Kindergarten & Clubs
On:	May 15, 2026
Date to be reviewed:	May 15, 2027
Signatory:	Mark Stewart
Role of Signatory:	Owner & Ofsted Registered Provider