



Registered Charity No. 1022409

10 Working in partnership with parents and other agencies policy and procedures

10.2 Working in partnership with parents and other agencies procedures

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 preschool in various ways. We work in partnership with local and national agencies to promote the well-being of all children. We will never share your data with any organisation to use for their own purposes.

Families

- Parents are made to feel welcome in the preschool; they are greeted appropriately, there is adult seating and provision for refreshment.
- Every effort is made to ensure that all parents are included - that may mean that we have different strategies for involving fathers, or parents who work or live apart from their children.
- Every effort is made to accommodate parents who have a disability or impairment.
- Parents are consulted to find out what works best for them.
- Every effort is made to ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- Parents are provided with written information about the preschool, including the preschool's safeguarding actions and responsibilities under the Prevent Duty.
- Every effort is made to ensure parents understand the information that is given to them.
- 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 progress 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.
- Parents are involved in regular assessment of their child's progress, including the progress check at age two, as per procedure 8.13 Progress check at age two.
- According to the nature of the preschool, there is provision for families to be involved in activities that promote their own learning and well-being; informing parents about relevant conferences, workshops and training.
- As far as possible the service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
- There are effective means for communicating with parents on all relevant matters and 10.3 Complaints procedure for parents and service users is referred to when necessary.
- Every effort is made to hold meetings in venues that are accessible and appropriate for all.
- Parents are consulted about the times of meetings to avoid excluding anyone.
- Parents are involved in the social and cultural life of the preschool and actively contribute.
- There are opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- Contributions of parents are welcomed; in whatever form these may take.
- Information about opportunities to be involved in the preschool are provided, in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language.
- 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 preschool. Parents are provided with a privacy notice that details how and why we process their personal information. 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
- Parents are actively encouraged to participate in decision making processes via a parent forum.
- There are opportunities for parents to take active roles in supporting their child's learning in the preschool: informally through helping out or activities with their child, or through structured projects engaging parents and staff in their child's learning.
- There are opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

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 procedures 9.3 Confidentiality, recording and sharing information.
- 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 preschool 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 preschool 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 education, or adult education.

Schools

- Preschool work in partnership with schools to assist children's transition as per procedure 8.12 Prime times – transition to school and share information as per procedure 9.5 Transfer of records.
- The preschool manager actively seeks to forge partnership with local schools with the aim of sharing best practice and creating a consistent approach.

This policy was adopted on

6th September 2025

Date to be reviewed

6th September 2026

Signed by committee chairperson

Signed by preschool manager
