

10 Working in partnership with parents and other agencies procedures

10.01 Working in Partnership with Parents & Other Agencies

Our Aim

At Peekaboo Childcare, we believe that families are central to everything we do. Parents and carers are children's first and most enduring educators, and we value their knowledge, views and involvement. We are committed to working in genuine partnership with families and with other professionals and agencies to promote the wellbeing, safety, learning and development of all children.

Working in Partnership with Families

We actively promote inclusive, respectful and collaborative relationships with parents and carers:

- Parents/carers are provided with clear written information about the setting, including safeguarding responsibilities and duties under the Prevent Duty.
- Parents/carers are made to feel welcome within the setting and are greeted in a friendly and professional manner.
- Every effort is made to accommodate parents/carers who have a disability or impairment.
- Expectations of parents/carers are clearly explained at the point of registration.
- There is a clear expectation that parents/carers will take part in settling their child into the setting, following an agreed settling-in plan.
- Parents/carers are given sufficient opportunity to share essential information about their child. This information is recorded and stored securely in line with confidentiality procedures.
- 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 any concerns in a timely and sensitive way.
- Key persons and the SENDCo work in partnership with parents/carers to plan and implement agreed strategies to support children with special educational needs and/or disabilities.
- Key persons work collaboratively with parents/carers where a child protection plan is in place, following guidance from relevant agencies.

- Families are encouraged to be involved in activities that promote their own learning, confidence and wellbeing.
- Parents/carers are invited to take part in the social and cultural life of the setting and to actively contribute their experiences and ideas.
- Where possible, the service is delivered flexibly to meet the needs of families, without compromising children's wellbeing or care.
- Parents/carers are actively involved in the ongoing assessment of their child's progress, including the progress check at age two, in line with procedure 09.15 Progress Check at Age Two.
- Effective systems are in place to communicate with parents/carers on all relevant matters. Where concerns arise, procedure 10.2 Complaints Procedure for Parents and Service Users is followed.
- Every effort is made to provide an interpreter for parents/carers who speak a language other than English and to offer translated written materials where possible.
- Information about children and their families is kept confidential within the setting. Information is only shared where there is reason to believe a child may be suffering, or is likely to suffer, significant harm, or where concerns about development require support from another agency. Parental consent is sought unless doing so would place the child at risk.
- Parental consent is obtained for administering medication, emergency medical treatment, outings and the use of photographs for record keeping.
- Parents' views are sought regarding changes to the delivery of the services
- Parents/carers are encouraged to take part in decision-making processes through Family, parent questionnaires and consultations.
- Opportunities are provided for parents/carers to take an active role in supporting their child's learning, either informally (such as sharing activities with their child) or through structured projects involving parents and staff.

Working with Other Agencies

We recognise the importance of multi-agency working in supporting children and families:

- We work in partnership, or in tandem, with local and national agencies to promote children's wellbeing.
- Clear procedures are followed for sharing information with other agencies in line with procedure 07.2 Confidentiality, Recording and Sharing Information.
- Information received from other agencies (third-party information) is treated as confidential and is not shared without the consent of the originating agency.

- Professionals from other agencies are made to feel welcome within the setting and their roles and expertise are respected.
- Staff follow agreed protocols when working with other agencies, including child protection procedures.
- Staff from other agencies do not have unsupervised access to children and do not have access to other children during visits.
- Staff do not share information informally or seek casual advice about named children or families.
- The setting consults with and signposts families to local and national agencies that provide advice, guidance and support. These may include ethnic or cultural organisations, drug and alcohol services, welfare rights advisors, childcare and early education organisations and adult education providers.

Working in Partnership with Schools

- We work closely with schools to support children's transition in line with procedure 09.14 Prime Times – Transition to School.
- Information is shared with schools in accordance with procedure 07.6 Transfer of Records.
- The setting manager actively seeks to build and maintain partnerships with local schools to share best practice and promote a consistent, child-centred approach.

This collaborative approach strengthens outcomes for children and ensures families feel respected, supported and fully involved in their child's early learning journey.