10 Working in partnership with parents/carers and other agencies policy

Alongside associated procedures in 10.1-10.2 Working in partnership with parents/carers and other agencies, this policy was adopted by Little Frogs Pre School on 26 October 2026

Aim

Little Frogs Pre School actively promote partnership with parents/carers and recognise 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
    - Ofsted, the childminder agency 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
- 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

10 Working in partnership with parents and other agencies procedures

10.1 Working in partnership with parents/carers and other agencies

Little Frogs Pre School 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 in the setting; they are greeted appropriately; 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.
- According to the nature of the setting, there is provision for families to be involved in activities that promote their own learning and well-being.
- 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, as per procedure 09.15 Progress check at age two.
- There are effective means for communicating with parents/carers on all relevant matters and 10.2 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. . In line with the statutory Information Sharing Duty, the setting recognises that data protection legislation is not a barrier to sharing information where there is a lawful basis to do so and where sharing is necessary to safeguard or promote the welfare of a 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.
- Parents/carers are actively encouraged to participate in decision making processes via a parent/carer forum.
- There are opportunities for parents/carers to take active roles in supporting their child's learning in the setting: informally through helping out or activities with their child, or through structured projects engaging parents/carers and staff in their child's learning
- Volunteers including parents are required to provide at least one written reference and an enhanced criminal records and barred list check if they are helping out on a regular rather than an occasional basis. Paid and unpaid activities such as teaching, training, instructing, caring for or supervising children are now considered to be regulated activity if carried out frequently, or if carried out on more than 3 days in a 30-day period or overnight. Supervised volunteers who only help out occasionally, such as parents or carers helping out on a trip (but not overnight or if providing personal care) do not require checks

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 out in procedures 07.2 Confidentiality, recording and sharing information.
- Information received from other agencies (third-party information) is treated as confidential and will not be shared without the consent of the originating agency, unless there is a legal requirement or safeguarding concern that permits disclosure. In accordance with the statutory Information Sharing Duty, the setting recognises that data protection legislation does not prevent the lawful sharing of information where there is a valid legal basis and where sharing is necessary to safeguard, protect, or promote the welfare and wellbeing of a child.
- 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

- Settings work in partnership with schools to assist children's transition as per procedure 09.14 Prime times – transition to school and share information as per procedure 07.6 Transfer of records.
- The setting manager actively seeks to forge partnership with local schools with the aim of sharing best practice and creating a consistent approach.

10.2 Complaints procedure for parents/carers and service users

There is a fair way of dealing with issues as they arise in an informal way, but parents/carers may wish to exercise their right to make a formal complaint. They are informed of the procedure to do this, and complaints are responded to in a timely way. The same procedures apply to agencies who may have a grievance or complaint.

Parents/carers

- If a parent/carer is unhappy about any aspect of their child's care or how they have been treated, this should be discussed with the child's key person. The key person will listen to the parent/carer and acknowledge what they are unhappy about. The key person will offer an explanation and an apology if appropriate. The issue and how it was resolved is recorded in the child's file and Complaint Investigation Record. The recording will also make clear whether the issue being raised relates to a concern about quality of the service or practice, or a complaint. For allegations relating to serious harm to a child caused by a member of staff or volunteer procedure 6.2 Allegations against staff, volunteers or agency staff will be followed.
- If the parent/carer is not happy with the key person's response or wishes to complain about the key person or any other member of staff, they will be directed to the setting manager. Some parents/carers will want to make a written complaint; others will prefer to make it verbally; in which case the setting manager writes down the key issues of the complaint using the Complaint Investigation Record and keeps it in the child's file.
- The setting manager will investigate the complaint and provide time to feedback to the parent/carer within 28 days. A confidential written report of the investigation is kept in the child's file if the complaint relates directly to a child.
- If the parent/carer is still not satisfied, or if the complaint is about the setting manager, the setting manager is asked to forward their complaint verbally or in writing to their line manager.
- If the parent/carer is still not satisfied, then they are entitled to appeal the outcome verbally or in writing to the setting manager's line manager who will pass the matter on to owners/directors/trustees for further investigation and will respond to the parent/carer within a further 14 days.
- If the complainant believes that the matter has not been resolved and there has been a breach of the EYFS requirements they are entitled to make a complaint to Ofsted or the childminder agency. The manager will assist in any complaint investigation as well as in producing documentation that records the steps that were taken in response to the original complaint.
- The setting manager ensures that parents/carers know they can complain to Ofsted by telephone or in writing at any time as follows**:**

  Applications, Regulatory and Contact (ARC) Team, Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD or telephone: 0300 123 1231

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Other services

- If an individual from another service wishes to make a formal complaint about a member of staff or any practice of the setting, it should be made in writing to the setting manager.
- The complaint is acknowledged in writing within 10 days of receiving it.
- The setting manager investigates the matter and meets with the individual to discuss the matter further within 28 days of the complaint being received.
- An agreement needs to be reached to resolve the matter.
- If agreement is not reached, the complainant may write to the setting manager's line manager, who acknowledges the complaint within 5 days and reports back within 14 days.
- If the complainant is not satisfied with the outcome of the investigation, they are entitled to appeal and are referred to the owners/directors/trustees.

Ofsted complaints record

- Legislation requires settings to keep a record of complaints and disclose these to Ofsted, or the childminder agency at inspection, or if requested by Ofsted, or the childminder agency at any other time.
- The record of complaints is a summative record only.
- A record of complaints will be kept for at least 3 years.
- In all cases where a complaint is upheld a review will be undertaken by the owners/directors/trustees to look for ways to improve practice where it is required.

This procedure is displayed on Parent/Carer Notice Board/Website in Procedures

Further guidance

Complaint Investigation Record (Alliance Publication)