

Partnership working in Out of School settings, helping move from good to outstanding

To further improve provision and outcomes for children and families, **strengthening partnership working** is a key statement found within Ofsted inspection reports for settings graded good and requires improvement. This includes working in partnership with not only children their parents or carers, but also schools and any other professionals involved in helping meet children's/young people's needs.

Below is a series of extracts taken from various government publications about what the statutory requirements are and how Ofsted judge settings to meet these requirements, in relation to partnership working. These are followed by examples of statements taken from recent Inspection reports from Out of School settings graded outstanding. Together these will hopefully help you identify and plan for what you need to do to improve this aspect of your club's practice and contribute toward a future outstanding grading yourself!

If you feel you need further support in this area please contact the Childcare Sufficiency and Safeguarding Team for support and ideas or other out of school settings for additional support.

Extracts from EYFS – Statutory Framework

- 3.40. Providers do not need to meet the learning and development requirements in Section 1. However, practitioners should discuss with parents and/or carers (and other practitioners/providers as appropriate, including school staff/teachers) the support they intend to offer.
- 3.68. Providers must maintain records and obtain and share information (with parents and carers, other professionals working with the child, the police, social services and Ofsted or the childminders agency with which they are registered, as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. Providers must enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting. If requested, providers should incorporate parents' and/or carers' comments into children's records.
- 3.73. Providers must make the following information available to parents and/or carers:
- how the EYFS is being delivered in the setting, and how parents and/or carers can access more information
 - the range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home
 - how the setting supports children with special educational needs and disabilities
 - food and drinks provided for children

- details of the provider's policies and procedures (all providers except childminders (see paragraph 3.3) must make copies available on request) including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting
- staffing in the setting; the name of their child's key person and their role; and a telephone number for parents and/or carers to contact in an emergency

Extracts from the Early Years Inspectors Handbook

Paragraph 82 says 'if the timing of the inspection means it is not possible to gain parents' views directly, the inspector must check how the provider obtains and uses their views to improve its service. If there is no evidence relating to this, the inspector must consider whether the partnership with parents is good enough'.

Paragraph 120 - 122 relates to before/after school care and holiday provision not needing to meet the learning and development requirements;

120. Providers (including childminders) who only offer care before and after school or during the school holidays for children who normally attend Reception (or older) classes during the school day are not required to meet the learning and development requirements for those children.
121. When inspecting such settings, inspectors should not seek evidence that relates to the learning and development requirements and should not make a judgement on outcomes.
122. Where providers choose to promote the learning and development of children in their care, this should be recognised and reported. However, inspectors must be mindful that delivery of the training and development requirements is not mandatory. They should not set any actions requiring the provider to meet any part of the learning and development requirements.

Does your SEF take account of parents and children's views and those of other stakeholders? Use the findings from these views to develop capacity for improvement. Pages 33 and 34 Grade descriptors for effectiveness leadership/management (outstanding) states that 'leaders and managers actively seek, evaluate and act on the views of parents, staff and children to drive continual improvement' and also that 'highly effective partnership working leads to improvement in provision and outcomes for children and their families'.

Extracts from summary of key findings for those OOS that have been graded as 'Outstanding' found within recent Ofsted reports

- Partnerships with other settings are highly effective. Staff act immediately upon new information, in order to complement learning elsewhere. They provide frequent updates on achievements to promote continuity of practice.
- Partnerships with parents are highly effective. They are fully involved in the care and learning of the children, which ensures that all children receive excellent support and continuity in their learning and development.
- Robust partnerships with other professionals are highly effective in providing for children with special educational needs and/or disabilities. Transitions in and out of the club and consistency of care and learning with the school is excellent.

- Staff recognise the importance of working with external agencies if children need additional support or help in their learning. This contributes exceptionally well to meeting the needs of all children to ensure their learning is productively complemented.
- Children rapidly grow in self-confidence because of the outstanding relationships they have with the staff and with each other. Excellent parent partnerships are in place which helps to ensure that children are provided with the right level of help and support from the start.
- The staff have forged exceptionally strong links with the school, other professionals and external agencies. The strong focus on partnership working ensures all children's needs are well met. Children with special educational needs and/or disabilities are exceptionally well supported.
- A children's forum is one of the many innovative ways that the club ensures that that the views of children, in addition to staff and parents, are taken into account when evaluating their practice.
- Two-way partnerships with the primary school teachers help to ensure continuity of care and learning for all the children.
- Partnerships with parents are firmly established. They are kept very well informed about the activities that their children enjoy. For example, a monthly newsletter outlines future opportunities and a collection of annotated photographs, available to parents in the reception area, shows previous experiences that children have enjoyed.

Visit the Leicestershire County Council website for [further information about partnership working](#).