

## **Partnership working in Out of School settings**

To further improve provision and outcomes for children and families, **strengthening partnership working** is a key statement found within Ofsted inspection reports. This includes working in partnership with not only children and 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. Together these will help you identify and plan for what you need to do to improve this aspect of your club's practice.

If you feel you need further support in this area, please contact your Childcare Improvement Sufficiency Officer for support and ideas or other out of school settings for peer support.

### **Extracts from EYFS – Statutory Framework for the early years foundation stage 2017**

- 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 for Ofsted registered provision 2019**

- Paragraph 79 states 'Wherever possible, the inspector must find out the views of parents during the inspection, including those of any parents who ask to speak to them. This will contribute to judgements about how well the provision works in partnership with parents to support children's learning and development, and the promotion of their well-being.
- Paragraph 113 relates to before/after school care and holiday provision not needing to meet the learning and development requirements and only having to meet the safeguarding and welfare requirements of the EYFS.

- The arrangements for inspecting this type of provision are set out in annex A, where it states that providers (including childminders) registered on the Early Years Register but **only** provide care exclusively for children at the beginning and the end of the school day or in holiday periods will be inspected without receiving grades against the four judgements ('Quality of education', Behaviour and attitudes', 'Personal development' and Leadership and management') of the inspection framework. For instance, with regard to partnership working inspectors will consider against the judgement of leadership and management how leaders engage effectively with children, their parents and others in their community, including schools and other local services.

**Extracts from recent Ofsted inspection in relation to partnership working for those out of school settings that have been graded as 'met';**

- Parent partnerships are well developed. Staff keep parents well informed about their children's daily achievements at the club.
- Staff know the children and their families well. They use their strong partnerships with parents, the school and other carers to share information and gather knowledge about children. This helps them to take children's individual needs into account and provide high-quality care.
- Staff work well in partnership with parents. They provide plenty of information to parents about what their child has been doing during the session. They complete online information for parents of younger children and offer this to parents on a regular basis.
- Partnership working with the host school is well established. Staff gather information from the school and parents to ensure that all children's needs are met. This helps to ensure the continuity in children's care and learning between school, home and the club.
- Staff have strong relationships with the teachers in the school, through which they understand what children are learning at school. They engage them in activities to complement this.
- Leaders have forged strong partnerships with a range of professionals, ensuring children receive the specialist support they need. This helps to improve staff's knowledge of how to support all children, including those with special educational needs and/or disabilities (SEND).
- Good partnership working with the local school enables staff to have a better understanding of the needs of the children who attend.
- Partnership with the host school is effective. Staff and the school share information about younger children's development and what children are learning. Staff use this to plan activities to further support children's learning.
- The manager builds beneficial partnerships with staff at the host school. These are used well to provide continuity to children's care and to meet children's individual needs.

Visit our dedicated website for further information about partnership working;

<https://resources.leicestershire.gov.uk/education-and-children/early-years/childcare-practice/personal-development-behaviour-and-welfare/partnership-working>

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