

Good Practice Example

Donna's Dilemmas

Donna is a newly appointed deputy manager. Her job role includes ensuring good transitions for children starting school. Donna has a clear idea of how she would like to build good relationships with local schools. She understands the value of passing on accurate records based on thoughtful observations, and knows that 'information sharing' is both helpful and necessary.

However, whereas in her previous setting most children moved onto the nearby village school, in her new nursery, there are at least a dozen different schools to liaise with.

Recent GDPR legislation has left Donna feeling uncertain about which information to share with schools.

Donna has checked progress summaries completed by one of the pre-school practitioners and found that they don't always provide an accurate judgement of children's progress. Some of the practitioner's planned activities and ways of teaching the children are also causing her concern because they are not in keeping with the children's age and stage of development.

When Donna talked with the nursery manager about these issues, her manager listened to her concerns, and then introduced and modelled a "Signs of safety" approach. They used a 'positive practice tool' format to bring perspective and problem solve together.



What is working well?	What are we worried about?	What needs to happen?
<p>We have good working relationships with 5 schools. Teachers visit the nursery and spend quality time getting to know and observe children and liaise effectively with key persons.</p>	<p>The other 7 schools are currently not visiting due to there being very small numbers of children moving on/ time constraints/geographical location.</p>	<p>Re –establish relationships with key staff at school. Offer visit invitations again.</p> <p>Look for creative ways to find time to talk, such as using regular network meetings, skype / pre- arranged phone calls.</p> <p>Use shared electronic systems to pass on information.</p>
<p>The practitioner is highly motivated and has high expectations for the children.</p> <p>She is keen to provide interesting opportunities for learning.</p>	<p>Practitioner has returned to work after a career break and was used to working with older children. She has not had the opportunity to update her practice and can tend to focus more on the activity, than how the children are engaged and how they learn.</p> <p>Judgements about developmental stages tend to be too high, not accurately reflecting what children can do.</p>	<p>Use regular peer observation time to commend elements of good practice and focus on the characteristics of effective learning and adult/child interactions.</p> <p>Spend time observing children together and discuss their level of development.</p> <p>Reflect on what would be typical development for a child starting school using Development matters 30-50 months and ‘what to expect When’. Encourage reading the EYFS Principle to practice cards and offer a recommended course on Child development.</p>
<p>Our practice is good. We have policies and procedures in place.</p>	<p>We need to refresh our procedures in the light of GDPR legislation</p>	<p>Read the HM government Information sharing booklet July 2018</p>

