

## **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 to 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 for 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 the EYFS – Statutory Framework for the early years foundation stage 2021**

- 3.41 (footnote 5 at paragraph 1.1) Providers offering care exclusively before and after school or during the school holidays for children who normally attend reception (or older) class during the school day do not need to meet the learning and development requirements. All such providers should discuss with parents and/or carers (and other practitioners/providers as appropriate, including school staff/teachers) the support they intend to offer.
- 3.69 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 childminder 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.

- 3.74 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 2021 that relate to partnership working**

- Point 79 and 84 state that when carrying out an onsite inspection the Ofsted inspector must make arrangements to talk to parents. Talking to parents to gain their views on the quality of care and education provided enables the inspector to gain evidence towards the quality of care, teaching and learning that takes place at the setting.

- Point 114 states that 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.
- Point 115 advises that where the provision has been notified in advance, parents will know that an inspection is taking place. The inspector should consider the arrival times of children and parents to the setting and should set aside time to speak to parents.
- Point 116 states if the inspection is carried out with no notice, 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 and the inspector may choose to contact parents by phone to request their views.

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

- There is an effective two-way flow of information between staff and the teachers at the schools which children attend. This helps staff to know if anything might affect the children during their time after school. Staff find out about what children are learning in school and plan activities in the club to link with themes and topics
- Parents commend staff for being supportive, and friendly and appreciate the very good communications they receive. They appreciate and value the information the manager and staff share with them
- Detailed information is gathered from parents when children first start. They use this information well to help children to make a smooth start to their experiences of the club.
- The manager and staff work well with the school that children attend. They share information well. Staff recognised the impact of the COVID-19 pandemic on children's social and emotional learning, including on those children with special educational needs and/or

disabilities. They have worked closely with the school and helped to address gaps in children's development. For example, staff have provided opportunities for children to express their thoughts, and play and work in different groups.

- Partnerships with the host school are effective. The manager exchanges information between the club and school, which helps contribute to meeting the needs of the children and complements their learning. This ensures that activities and resources continue to challenge and interest children.
- The manager and staff build and maintain positive relationships with parents and keep them fully involved and informed. They communicate with them daily and talk about what their children have enjoyed doing.
- There is a positive partnership between the staff and the teachers at the school from which they collect the children. Staff communicate regularly with teachers and pass on any information shared from them with parents. The manager makes sure that staff can accompany children to their school events. This includes parent lunches and progress meetings if their parents are unable to attend. Staff successfully provide children with a positive and consistent link between the school and club
- Staff keep parents fully informed and involved. For example, they pass on any information from teachers about their children's time at school.
- Children with special educational needs and/or disabilities are well supported in the club. Staff work with teachers and parents to ensure that their individual needs are met.
- Partnership working is good. There are effective two-way partnerships with parents and the linked school that ensure continuity in children's care, well-being, and education.
- Parents are encouraged to share all relevant information before their child starts attending. This, alongside the time staff spend getting to know each child, helps to ensure staff know the children very well. Key staff, who also work within the host school, provide a vital link, which supports a seamless transition as children move

between the school and the club. Information from school staff about planned learning in school is used to enhance activities within the club.

- Staff are keen to get feedback from parents on the quality of the club. They value this information to help them continue to provide a quality service for families.
- Professional partnerships are in place with staff at the onsite school and other schools that children attend. Staff share important information about any additional needs or support plans children may have. This helps to continue children's care and progress.

(Ofsted, 2022)

## **Useful resources**

[Building successful relationships with your host school – a guide for Out of School providers](#)

[Building effective partnerships with your Out of School provider – a guide for schools](#)

[Action for Children by working in partnership to meet the childcare need](#)

[Out of School Information, support, and resources](#)

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