

General Welfare Requirement: Organisation

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.



Working in Partnership with other Early Years Providers

Policy statement

We are committed to positive outcomes for children and highly value working in partnership with parents and other professionals involved in children's lives.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.4 Health and well being	2.1 Respecting each other 2.2 Parents as partners	3.2 Supporting every child 3.4 The wider context	4.2 Active learning

Procedures

- On our registration form we ask if the child attends another setting and if so which one.
- At the settling in meeting with parents the key person will explain that we would like to communicate with the other setting and advise that we would like to either use the home contact book as a 3 way communication book, via telephone or ideally via the child's Tapestry online learning journal. We ask for the name of the Key Person at the other setting, so we can make contact.
- We contact the setting to ascertain which method of communication is most suitable and to discuss which setting will complete the 2 Year/Integrated progress report.
- Every child has an online Learning Journal which will be transferred if a child moves to another setting which has Tapestry or we will prepare a summative assessment report for the new setting.

This Policy was reviewed by	Fiona Wilson – Supervisor
Adopted by	Rotherfield Pre-School Staff and Directors
Read and agreed by	
Date	February 2017
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