



# Early Learning and Childcare Partnership Hubs

Working together  
to meet the 30 hour  
extended entitlement

HOW

**ACTION FOR CHILDREN**

IS WORKING WITH



Department  
for Education

## Introduction

**This toolkit has been developed to provide all early years providers with support and guidance as to how meet the needs of parents and children in the provision of high quality and flexible childcare and early education through partnership working. It is based on the Hub Community Childcare and Early Learning model.**

### Background

Between 2013 – 2015 a pilot project funded through a DfE VCSE grant was established with the aim of providing a solution to the limited availability of high quality, flexible childcare and early education that parents experienced. The Childcare Hub model programme was developed with eight Community childcare and early learning hubs being established across the country. Each Hub brought together different kinds of childcare for children 0-11 years in one local area, offering parents a blended range of options that were flexible, co-ordinated and of high quality.

In September 2017, the 30 hours extended entitlement for 3 and 4 year olds whose parents meet the essential criteria will be implemented. Schools and settings will be expected to consider how they could offer the extended entitlement to eligible children. There will be many reasons why schools and other providers will find this challenging which may include lack of space and operational / staffing issues. One way in which this could be overcome could be by forming a partnership of local providers who will share the 30 hours and possibly offer parents additional childcare in order to meet their working pattern.

There are two versions of this toolkit available. Version One is the original Hub Community Childcare and Early Learning toolkit that has been updated to reflect the introduction of the 30 hours extended entitlement and includes relevant information and case studies.

Version two has been written at the request of Hub organisations as a shortened version that sets out the valuable information required to work successfully with partner providers.



## Establishing an Early Learning and Childcare Partnership Hub

A variety of childcare options are available within the sector through the expansion of early years places and additional funded entitlement for younger children. In addition, changes to the Working Families Tax Credit has also resulted in more parents requiring childcare outside of traditional school operating hours.

The government recognises that a mixed economy in childcare will help to address parental demand. Professionals within the childcare sector recognise that standardised provision may not be the only option because parents have a range of differing childcare needs.

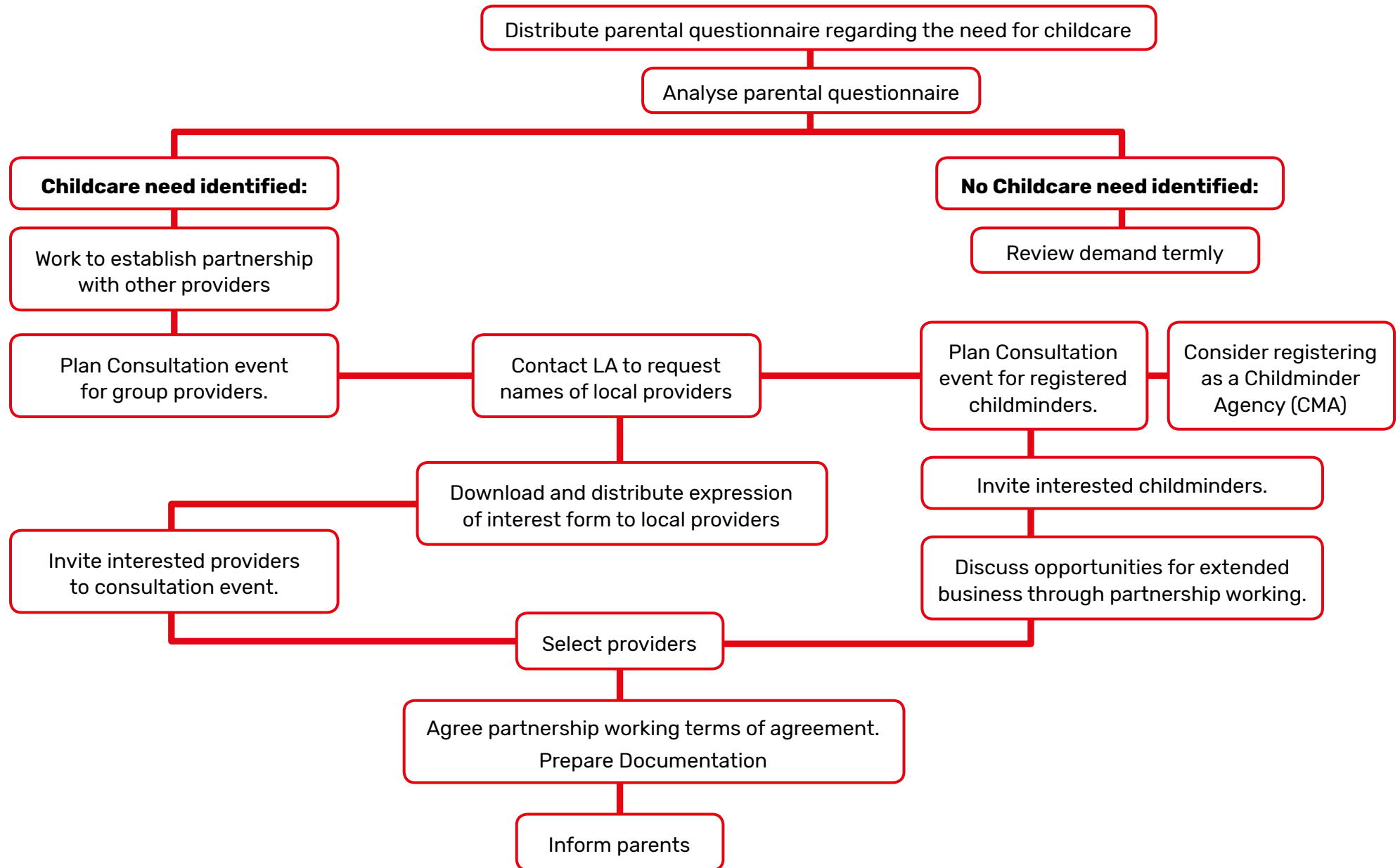
Working in partnership with other providers will offer the sector a solution to meeting the parental demand for childcare.

With the introduction of the 30 hour extended entitlement, more working parents are considering what provision is available and how it can meet the needs of their working pattern. Some schools will not have the capacity to offer the full 30 hours so becoming part of an Early Learning and Childcare Partnership Hub will facilitate working with other providers in their area to provide a seamless offer to parents. More flexibility can be added to the partnership model by involving childminders and private day care nurseries who are able to offer additional hours and provision during school holidays.

The first step in the process of establishing an Early Learning and Childcare Partnership Hub is to assess the need. The flow chart offers schools a step by step guide to assessing whether additional provision is required and the process of establishing an Early Learning and Childcare Partnership Hub.



# Establishing the need for Early Learning and Childcare provision



## Section One:

### Supporting Partnership Working

Based on the experiences of the providers involved in establishing the Community and Early Education Community Hubs, the areas listed below were highlighted as key to the success of the Hub:

- *Supporting Partnership working*
- *Supporting the PVI sector*
- *Supporting childminders to deliver a blended childcare model*
- *Adding value to National Teaching Schools*
- *Supporting Leadership*
- *Supporting the effective use of data*
- *Improving children's transitions*
- *Working together to support the 30 hour extended entitlement through blended childcare*

Advice and top practice tips for each area can be found on the following pages.



## Supporting Partnership Working

Many schools and childcare providers may find it difficult to offer the full 30 hour extended entitlement however, working with other providers could provide parents with the opportunity to access a bespoke childcare and early learning service, that will meet their individual needs.

The Local Authority *Families Information Service* will supply contact details of PVI settings and childminders in the area.

A step by step guide is provided by following the process outlined in the *Partnership working toolkit*.

### **Benefits of Partnership working:**

- More flexibility for parents
- Seamless transition
- Quality provision – sharing best practice, moderation
- Sharing of information e.g. resources/joint training
- Supporting vulnerability
- A sense of equal participation
- No one sector dominating
- All interests reflected in local planning
- Building respectful relationships to enable professional challenge to take place (this takes time to happen)

### **Top Practice Tips**

- **Agree a common project that benefits all partners, so they can see the benefit of joining the Partnership Hub**
- **Make clear that all partners have expertise to contribute and things to learn**
- **Rotate where Partnership Hub meetings take place, but also use the best located venue for training if this widens participation and take-up**
- **Establish a rolling training programme based on what partners request and the goals identified by the Partnership Hub**
- **Acknowledge that Hub partners can work together to support the needs of local parents especially with the 30 hours offer**
- **Once a core hub of providers have been established seek to widen membership to other key partners such health or children's centres who will bring additional expertise**

## Supporting the PVI sector

PVI settings will play a vital role in delivering the 30 hours extended entitlement within a Partnership Early Learning and Childcare Hub by supporting parents with their working patterns through offering different types of early years and childcare provision meaning flexibility for parents.

### **Benefits for PVIs of working in a Partnership Early Learning and Childcare Hub:**

There are number of areas where being part of an Early learning and Childcare Partnership Hub can benefit a PVI.

- **Websites:** A Partnership website will ensure that all partners benefit from marketing campaigns within the community. Websites can be expensive to set up and time consuming to keep updated with relevant information. Limited resources often prevent PVI settings from effective marketing.
- **Training:** Small numbers of staff and lack of finances prevent PVI settings from accessing high quality training. Working together offers greater opportunities for partnerships to fund and access appropriate training that may lead to more consistent delivery of high quality childcare and early learning across all partnership settings.
- **Transitions:** Children benefit from smoother transitions due to Partnership procedures for sharing information.
- **Sharing information:** More effective continuity of learning is facilitated by shared documentation

### **Top Practice Tips**

- **Build on existing nursery and preschool groups to develop a network that reaches out to the local PVI sector**
- **Provide affordable training that makes a difference to what partners are able to do**
- **Create a website to promote members' services to parents**
- **Reach out to schools to support the implementation of the 30 hours childcare entitlement**
- **Work with the local authority to ensure the market for early education and childcare is balanced between schools, children's centres and the PVI sector, giving parents a real choice**

## Supporting childminders to deliver a blended childcare model

The aim of Early Learning and Childcare Partnership Hubs is to support parents and their working patterns by offering flexible childcare and early education. Engaging childminders is a crucial part of achieving this goal. Parents of younger children often prefer the caring home environment offered by childminders, who can also provide before and after-school care for older children. Childminders can also deliver the free childcare entitlement, sometimes in partnership with other settings.

Changes to policy and practice such as the introduction of childminder agencies and the freedom to work from venues other than the home are set to make childminding more flexible. When engaged with a Hub, they are a strong element in an offer, which helps to support parents with their working patterns.

Schools and other providers may consider working in partnership with local registered childminders. Childminder contact details can be obtained from their Local Authority Families Information Service. They should arrange to invite childminders to an information session to explain how the Early Learning and Childcare Partnership Hub could benefit the childminders. The experience and capacity of childminders can vary considerably, and support strategies need to recognise this diversity.

Partnerships may consider setting criteria to ensure that they are seen to be supporting high quality childcare for their children. This could be through limiting partnership working to only those childminders / settings that have an Ofsted inspection grade of good or above or through only using childminders who have a relevant childcare qualification.

Good and outstanding childminders often have limited spare capacity.

Childminders also have concerns about the impact of the roll out of the 30 hours entitlement, particularly around capacity and cost. Hubs need to address this challenge as soon as possible, as it could result in a decline in childminder numbers, leading to a less flexible childcare market.

Working to engage existing childminder networks with the Hub is easier than trying to start from scratch. Hubs should take childminders' views into account before finalising agendas and training offers, and should recruit local childminding representatives to the Hubs, to act as the link to the wider childminding community. They should also market childminders to parents, particularly focusing on their provision of early education and the 30 hour extended entitlement, the ways they can link to nurseries or pre-schools, and their role within a blended childcare offer.



## Benefits for childminders of working in a Partnership Early Learning and Childcare Hub:

There are number of areas where being part of an Early learning and Childcare Partnership Hub can benefit childminders.

- Working as part of a larger group: Childminders often feel isolated as they work in their own homes.
- Training opportunities: Childminders will benefit from access to Early Learning and Childcare Partnership Hub training. Partners must consider the timing of the delivery of training in order that childminders are not excluded due to longer working hours.
- Marketing: Childminders will benefit from improved marketing of the service they deliver. The flexible hours that childminders are able to look after children may suit working parents who may need more than the 30 hours extended entitlement. Childminders may also offer childcare before and after school hours, which may meet the needs of working parents.
- Increased take up of childminding service: Schools and settings should signpost parents who require additional childcare to childminders. Parents can be assured that childminders will facilitate a seamless transition between school / setting and childminder on a daily basis.
- Documentation: Childminders will benefit from partnership documentation that will help them to continue to follow the children's interests and compliment activities undertaken at school / other provider.
- Transitions: Childminders will contribute to the smooth transitions for children on a daily basis as well as from one school year to the next.

### Top Practice Tips

- **Agree with childminders how they can provide a range of childcare and early education options for parents in order that they can access their 30 hours**
- **Work with the local authority and existing childminder networks to recruit childminders to the partnership**
- **Make sure training is relevant to childminders' needs and affordable. Consider providing crèches for day time training**
- **Ensure the Partnership Hub website clearly informs parents how childminders can be part of a blended childcare package of support**
- **Consider whether enabling childminders to work in schools would provide opportunities to improve blended childcare and early education to meet the demand for the 30 hours, particularly in rural areas**

## Adding value to Teaching schools

National Teaching Schools are outstanding-rated schools that work with others to provide high-quality training and development to new and experienced school staff. Teaching schools must provide evidence of successful partnership working, and Early Learning and Childcare Partnership Hubs can be a good way to connect them to other providers, particularly in the PVI sector.

In addition Teaching schools will be considering how they can offer parents the 30 hours extended entitlement. By working in partnership with PVIs and childminders, they will be able to offer a more flexible model that will meet the needs of working parents.

### Benefits of working with a Teaching school

- Leadership experience: Early Learning and Childcare Hubs can benefit from the wealth of leadership experience of a Teaching school. Other Partnership members will be able to benefit from access to this expertise.
- Training opportunities: The main focus of the Teaching school is to offer training and support to improve the quality of provision on offer to children

### Top Practice Tips

- **Model effective partnerships with the PVI sector, working to improve quality**
- **Improve practice through a wide range of practical programmes such as “ Every Child a Talker” (ECAT) , Early Language Development Programme, ELKLAN.**
- **Use robust and research-evidenced tools to help settings and childminders identify necessary improvements for example Local Authority Quality Assurance Programmes, SEED evaluation tool**
- **A local conference with world-class speakers can motivate and inspire Partnership Hub members and showcase the achievements of the Partnership Hub to local leaders**
- **Peer learning programmes mean the lead partner is not overwhelmed**
- **Cut down on duplication and ensure clear lines of accountability by working with Partnership Hub members to clarify local authority and National Teaching School responsibilities**

## Supporting the effective use of Data

Sharing and making effective use of data to improve outcomes for children is a crucial factor in improving the quality of provision. Early Learning and Childcare Partnership Hubs are well placed for this to happen as it will benefit all partners in their drive to deliver high quality learning for the children in their care. This can also be a challenge as until strong trusting relationships have been established, some settings may be reluctant to share their data for fear of being seen as a weak link in the Early Learning and Childcare Partnership Hub. In addition, some partners may have a better understanding of data and how analysis of data can highlight areas for development.

### **Benefits of data sharing:**

- Improved understanding by all partners of the use of data: some partners may have more experience of using data to improve practice. Most settings and childminders will collect data through their assessments but there may well be different levels of experience of how to use the data to improve the quality of provision.
- Targeted CPD: through the analysis of data, weaker areas can be highlighted and measures put in place for improvement. This may be in the form of targeted CPD or it could be through sharing expertise or resources.

### **Top Practice Tips**

- **Together with Hub partners, agree on a data sharing framework, being clear about baselines and outcomes. Discuss the role of data sharing in improving quality across the 30 hours**
- **Work with your local authority to ensure the data format is user-friendly and the data can be accessed by everybody who needs to**
- **Ensure that the use of data is a CPD priority in any Early Learning and Childcare Partnership Hubs training plan**
- **Develop an annual training plan based on key gaps as identified by national and local data trends that meets the needs of all partners**

## Supporting Leadership

Strong leadership, practical support and a clear vision are vital to the development of Early Learning and Childcare Partnership Hubs. Although the principle of the Partnership model is that all partners are equal, successful partnerships benefit from one of the partners taking a leadership role. The skill of the lead partner is to ensure that all partners are treated as equals and that they are recognised for the valuable /unique contribution they make to the partnership.

### **Benefits of strong leadership:**

- Communication: the Early Learning and childcare Partnership Hub will be strengthened by efficient communication between partners that is co-ordinated by the lead partner.
- Co-ordination: strong and effective leadership will ensure that a co-ordinated approach to all aspects of delivery is provided. This would include collection of data; assessment of training needs, delivery of training and funding procedures.
- Support: the lead partner would facilitate the support for all partners, ensuring equality of partnership membership at all times.

### **Top Practice Tips**

- **Develop a clear and simple vision of the benefits of being part of a Partnership Hub, which will engage and motivate settings to join the partnership**
- **Ensure that trust and credibility are developed and strengthened to overcome partners' initial concerns**
- **Map out strengths of each setting to develop peer support and a training programme.**
- **Identify early quick wins so partners can see benefits from the start**

## Improving children's transitions

Transition of children from home to an early years setting or school can be strengthened through being part of an Early Learning and Childcare Partnership Hub. Sharing of information between settings helps practitioners make accurate and consistent judgements of children's levels of attainment. Through dialogue, all practitioners are aware of children's interests and can co-ordinate their activities to avoid repetition and support the seamless daily transitions between settings.

Transitions are also strengthened when children move into the next class or phase in their educational journey through the effective documentation that has been developed and used within the Early Learning and Childcare Partnership Hub.

### **Benefits of secure transitions:**

- Documentation: Partnership Documentation reflects the child's performance in all settings.
- Sharing information: Partners share an agreed model of exchanging information and agree what information to exchange.
- Transition: A focus on the transition of children from home to an early years setting, or from the setting to a reception class, can help an Early Learning and Childcare Partnership Hub improve the quality of provision.
- Settling – in: Partners agree best practice for sharing and recording information around transition which is key in supporting children who have additional needs or find settling in a challenge.
- Secure relationships: All partners, including parents, benefit from the secure relationships between children and the settings they attend.

### **Top Practice Tips**

- **Agree common standards for Hub partners around practice and paperwork relating to transitions between settings**
- **Provide training and moderation opportunities for all settings as a way of identifying any strengths and challenges in transition procedures**
- **Ensure that the approaches and documentation related to transition meet the needs of the child, the parent and the school or setting**
- **Work to engage childminders as partners - they can add improved flexibility to meeting the needs of parents**
- **Use the Partnership Hub to help manage the contact between schools and settings, as well as acting as a forum for parents to share transitional arrangements**

## Supporting blended childcare

Every Early Learning and Childcare Partnership Hub must support parents with their working patterns by offering a flexible approach to early education in order to offer the 30 hour extended entitlement. Many informal partnerships will exist but the benefits of formalising partnerships are paramount in securing quality early learning and childcare provision for all children. Parents often struggle to find the provision that meets the needs of their working pattern, Early Learning and Childcare Hubs offer a co-ordinated service to facilitate this.

### Benefits of blended childcare:

- Meeting the needs of working parents: A one-stop shop to meet the needs of working parents providing flexible models of delivery.
- Documentation: All partners are familiar with and use the same documentation. This results in consistency of recording and reporting information and assessments across the Early Learning and Childcare Partnership Hub.
- Parents: Parents are able to access a co-ordinated package of early learning and childcare that meets their needs and addresses the 30 hour extended entitlement offer.
- Relationships: A positive relationship between providers, supporting information sharing and transition, and provides reassurance about quality provision for parents, when signposting them to other providers.
- Expertise: Sharing of expertise between Early Learning and Childcare Partnership Hub members supports the needs of all children but especially those with SEND.

### Top Practice Tips

- **Develop websites, leaflets and family information events together, giving parents local information and advice about different childcare and early learning partnerships that are available**
- **Work with parents and the local authority to build a picture of the demand for the 30 hours childcare and early education**
- **Exchange information at Partnership Hub meetings to build up a picture of the supply side, especially for children with special educational needs, and identify where to improve quality**
- **Prioritise working with and supporting childminders to build flexibility into your Partnership model**
- **Parents often need to access more than one provider for their 30 hours, so establish trust among partners while acknowledging they may be in competition**
- **Demand for flexible childcare and early education is likely to increase through the 30 hours offer - build that into your plans**

## Section Two:

### Documentation to support Early Learning and Childcare Partnership Hubs

All members of the Early Learning and Childcare Partnership Hub should agree what documentation is required to support children in their learning and development. This section provides information and examples of some of the essential documents that could be personalised to the Early Learning and Childcare Partnership Hub, and can be downloaded below.

- *Action Plan*
- *Locality Childcare provision Questionnaire*
- *Partnership Agreement*
- *Partnership Leaflet*
- *Allocation Letter*
- *Consent for information sharing*
- *Daily information transfer sheet*
- *Documentation to support the co-ordination of learning:*
  - *Medium term Planning template*
  - *Tracker*
  - *Transition information*



## Action Plan

An action plan should be developed within the first three months of the Partnership being established, after you have determined the vision, mission, objectives, and strategies of your group.

An action plan describes the way your partnership will meet its aims and objectives through detailed actions that describe how and when these steps will be taken. It will help define the purpose of bringing the partners together.

Each action and step should include the following information:

- **What** actions or changes will occur
- **Who** will carry out these changes
- **When** they will take place, and for how long
- **What resources** (i.e., money, staff) are needed to carry out these changes
- **Communication** (who should know what?)

Remember, though, that an action plan is always a work in progress. It is not something you can write, lock in your file drawers, and forget about. Keep it visible. Display it prominently. As your Partnership changes and grows, you will want to continually (at least monthly) revise your action plan to fit the changing needs of the group and community.





# ..... Early Years Partnership

**Example Action Plan**

**Date:** .....

<b>Task to be done</b>	<b>Actions</b>	<b>Time frame and lead person</b>	<b>Updates on actions to date</b>	<b>Outcomes</b>

## Locality Childcare Provision Questionnaire

It is important to assess the need for Childcare within the locality. It is also important to survey parents to see what childcare arrangements would meet their needs. Once you are aware of the demand you will be able to plan the services your Early Learning and Childcare Partnership Hub could offer. It is important to survey parents of children who are not yet eligible for funded provision in order that you can plan well ahead.

The Locality Childcare Provision Questionnaire can be altered to reflect the services that your Hub are able to offer.

Example of a *Locality Childcare Provision Questionnaire*.

## Early Learning and Childcare Hub Partnership Agreement

This is one of the most important documents to consider when establishing your Partnership Hub. This is a shared document that reflects the purpose, aims and conditions that have been agreed by all members of Partnership. It should be written and owned by all the organisations who make up the Partnership and endorsed with their signatures. Having a detailed Partnership Agreement in place from the outset will prevent misunderstandings arising at a later date. It will be a record of the agreements and decisions made following the discussions about the establishment of the Partnership.

Any Partnership Hub choosing to use this template must ensure that all partners discuss and agree the contents and personalise it to reflect their organisations.

Example of a *Partnership Agreement Template*.

## A Partnership Hub Leaflet

The success of the Early Learning and Childcare Partnership Hub will depend on parents choosing to use it to meet their childcare needs. Marketing the Early Learning and Childcare Partnership Hub will be central to this. Each partner organisation will have their own marketing materials. It is important that these are amended to include some information about the Early Learning and Childcare Partnership Hub and the opportunities that this presents for parents to have their childcare needs met.

In addition to the marketing strategies that individual partners deploy, the Early Learning and Childcare Partnership Hub may choose to create and publish their own leaflet. The following information could be included:

- Purpose of the Partnership and why it was established
- Ethos and aims of the Partnership
- Details of each partner – type of provision, address and contact number
- Models of childcare provision that are available through the Partnership
- Details of EYFS

Example of a Partnership Hub *leaflet*.

## Allocation of places

It is important that communication to parents is clear and is sent in a format that reflects the Partnership. Communication should be co-ordinated and partners should agree which organisation should be responsible for informing parents about the offer to them. It is essential that all partners are involved in discussions about meeting the individual needs of parents, with every effort being made to meet their requests.

There will be a variety of models that will be offered which will vary from partnership to partnership. The attached document is an example of how an allocation letter could be constructed.

Example of an *allocation letter*.

## Consent for information sharing

All parents must agree that the Early Learning and Childcare Partnership Hub can share information for all children who access joint provision at any of the settings. Each setting will request permission to share information with professionals for all children attending their individual setting. Discussion needs to take place between partners as to whether a separate document is required for those children who attend more than one provision or if a slight amendment to the wording of their own consent form to include the Early Learning and Childcare Partnership will be all that is required.

When taking decisions about what information to share, you should consider how much information you need to release. The Data Protection Act 1998 requires you to consider the impact of disclosing information on the information subject and any third parties. Any information shared must be proportionate to the need and level of risk.

### **Relevant**

Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make sound decisions.

### **Adequate**

Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

### **Accurate**

Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

### **Timely**

Information should be shared in a timely fashion to reduce the risk of harm. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore harm to a child. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.

### **Secure**

Wherever possible, information should be shared in an appropriate, secure way. Practitioners must always follow their organisation's policy on security for handling personal information.

### **Record**

Information sharing decisions should be recorded whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. In line with each organisation's own retention policy, the information should not be kept any longer than is necessary. In some circumstances this may be indefinitely, but if this is the case there should be a review process.

## When and how to share information

When asked to share information, staff should consider the following questions to help decide if and when and how to share.

### When

Is there a clear and legitimate purpose for sharing information?

- Yes – see next question
- No – do not share

Does the information enable an individual to be identified?

- Yes – see next question
- No – you can share but should consider how

Is the information confidential?

- Yes – see next question
- No – you can share but should consider how

Do you have consent?

- Yes – you can share but should consider how
- No – see next question

Is there another reason to share information such as to fulfil a public function or to protect the vital interests of the information subject?

- Yes – you can share but should consider how
- No – do not share

### How

Staff should:

- Identify how much information to share
- Distinguish fact from opinion
- Ensure that they are giving the right information to the right individual
- Ensure where possible that they are sharing the information securely
- Inform the individual that the information has been or will be shared if they were not aware of this, as long as this would not create or increase risk of harm

All information sharing decisions should be recorded in line with the partnership protocol. If at any stage a member of staff is unsure about how or when to share information, they should seek advice and ensure that the outcome of the discussion is recorded. If there are concerns that a child is suffering or likely to suffer harm, staff must follow the relevant procedures without delay.

## What information should be shared?

### **Essential information**

Each setting should keep its own register of pupils with emergency contact details, information about medical conditions and safeguarding information.

Where one setting is made aware of a change in circumstances for the child, such as a change of parent/carer contact details or the child's medical needs, this information should be shared to ensure the safety of the child.

Only such information as is vital to the wellbeing of the child should be shared.

### **Learning and developmental needs**

Where a child attends more than one setting it is appropriate that this information is shared for the wellbeing and development of the child.

Information on children's learning and personal development should be shared at regular meetings between the settings.

### **Safeguarding**

Under the duties of all those working with children to safeguard children as set out in Keeping Children Safe in Education (September 2016), and The Statutory framework for the early years foundation stage: Setting the standards for learning, development and care for children from birth to five (April 2017), information may be shared without parental consent where a child is at risk of harm. Although parents may be informed, the welfare of the child is the over-riding factor in the decision to share information with other settings and with Children's Social Care.

More information on [\*Information Sharing and an example Consent form.\*](#)

## Sharing day to day information

Where a child attends more than one setting it is important that daily information is passed between settings to ensure that the child's welfare is maintained. Such information may include:

- Arrangements for dropping off/collection
- Small accidents, e.g falling over, head bump, soiling
- Arrangements for taking medicine during the day\*
- Events which may affect the child during the day, e.g. upset at home, bad night's sleep, friendship issues
- Lost items of clothing

\*where a child is required to take medicine during the school day each setting's protocol must be followed and parents/carers must complete an Administration of medication to pupils form which will be shared with all settings the child attends. Arrangements will be made between the settings for the storage and transfer of medicines.

Settings may choose to have a "to and fro" diary where any day to day information can be written and shared with other settings that the child attends during the day. This is also an efficient and practical way of communicating with parents about day to day events. This should not replace the individual Learning Journeys.

An alternative method of sharing day to day information could be by using the attached form.

Example of *daily information sharing form*.



## Documentation to support the co-ordination of learning

It is essential that children who are accessing two providers should receive a co-ordinated programme to support their learning and development needs. All providers must work with the requirements of the Early Years Foundation Stage Framework.

### Medium – term planning

There is an expectation that there will be co-ordination between partners to ensure that the needs of the child are being met with consistency across all providers. It should be agreed which partner will take a lead in this. The extent to which the documentation to support learning and development is shared must also be agreed, with the minimum being assessments and planning of learning objectives. In most cases this will be sharing of the medium term planning sheet which should outline the broad learning objectives that are being supported. Each partner should then plan the activities that will help address these objectives whilst the child is in their setting. A downloadable example of medium term planning sheet is available by clicking the link below.

Example of a *[medium term planning sheet](#)*.

### Assessment and Trackers

Each setting should make their own assessments but these should be shared and moderated with all partners termly. Partners should keep their own Trackers but may choose to use the same format with Partnership logos to illustrate joint working. A downloadable tracker is available by clicking the link below. Each setting should keep their own Learning Journeys for each child.

Example of an *[individual child's tracker](#)*.

### Transition information:

The most effective way for sharing information about the child's learning needs is through communication and working as a team. Arrangements for the daily transition between settings must be agreed between partners and shared with parents to ensure that they are confident that the childcare arrangements for their child throughout the day are seamless.

All partners should contribute to the information that is shared when a child moves into a new setting or into a Reception class. An example of a Transition document is available by clicking on the link at the end of this section. The Transition document should reflect the contribution that all partners have made to the delivery of the 30 hours extended offer for each child.

Example of a *[Transition form](#)*.



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**HOW**

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