



STONEYHILL PLAYGROUP

Collaborative Practice

How & Why



COLLABORATIVE practice within Playgroup is all about working together to meet the needs of the children.

Within Playgroup it is essential for us to move forward in a positive and effective direction and this is supported by the flow of information between everyone associated with our setting and not just the staff, parents and children.

COLLABORATING with other outside agencies is just as important -

Good relations with school nurseries aide the children's transition from Playgroup into the school environment and we invite nursery teachers to visit our Playgroup near the end of term to meet the children who are due to move on. This allows nursery teachers to plan for the children's arrival and liaise with ourselves re their progress during their time at Playgroup.

Specialist advice/support is at times required and speech therapists/physiotherapists often visit children within our care who require monitoring or techniques put in place to enhance their development.



Interesting Theory !!!!!

Howard Gardner published his first book "*Frame of Mind*" (1983) in which he maintains that there are seven main types of intelligence (we all fit into at least three) - ***Linguistic, Logical-mathematical, Musical, Kinaesthetic (bodily), Visual, Interpersonal (empathic to others) and Intrapersonal (self aware).***

His research helps us to understand the many aspects of human behaviour and intelligence and highlights different learning styles, preferred working and behaviour styles, as well as natural strengths and weaknesses. It reinforces the view that we learn best through our strengths as these make us happy and confident.

His theory would support the thinking that to collaborate effectively we need a group of people who have differing learning styles/intelligences to give a full collective capability. However managing or co-ordinating a team of differing abilities can be challenging and may lead to little or no decision making and even conflict. It would also support the theory that persons with similar learning styles and intelligences would work in similar professions and would therefore work effectively together. There is the chance however, that their decisions may be based around similar perspectives and fail to take into account the bigger picture.

<http://www.businessballs.com/howardgardnermultipleintelligences.htm>

WHO SAYS WE SHOULD COLLABORATE & HOW DO WE DO IT?

The Regulation of Care (Scotland) Act 2001 is a government policy that established a system of regulating the childcare sector.

For this reason it set up the:

Scottish Social Services Council (SSSC) and ***Social Care and Social Work Inspection Service (SCSWIS)***, to work collaboratively with each other and with ourselves, to ensure that we are qualified and trained to the highest of standards and that our service is annually inspected and graded for the quality of care that we offer.

This is done by using a framework of ***National Care Standards*** -

There are 14 Standards, the main principles being:

Dignity, Privacy, Choice, Safety, Realising Potential, Equality and Diversity.

Many of the Standards support collaboration but Standards 9 and 10 specifically state that:

“You can be confident that the service contributes to the community and looks for opportunities to be involved in the community”

and

“You can be confident that the service keeps up links and works effectively with partner organisations” (*National Care Standards, Scottish Executive, 2005*).

The SSSC Code of Practice highlights the importance of “recognising and respecting the roles and expertise of workers from other agencies and working in partnership with them”. (*SSSC Code of Practice, 2009, Code 6.7*).

The “Pre Birth to Three - Positive Outcomes for Scotland’s Children and Families”, provides a framework to support and advise our practice in relation to the Rights of the Child, Relationships, Responsive Care and Respect.

It emphasises the importance of strong and effective partnerships between families, services and the wider community and the need for multi-agency strategies such as prevention and early intervention to prevent crisis situations occurring.

WHO SAYS WE SHOULD COLLABORATE & HOW DO WE DO IT?

Supporting Statements and relevant reports:

Adam Ingram (Minister for Children and Early Years) reinforces the importance of breaking the cycle of poor outcomes for Scotland's youngest children by intervening in early pregnancy and preventing children from entering into a cycle of underachievement, deprivation, antisocial behaviour and poverty. By working in partnership with multi agencies, the challenges that many families and children may encounter can be dealt with promptly and effectively, to provide the best opportunities and outcomes for all no matter what their circumstances are (Ingram. A, Ministerial Foreword, [Pre-Birth to Three booklet \(2010\)](#)).



Reference is made within this booklet to the ***Growing Up in Scotland (GUS) Report***. This study, funded by the *Scottish Executive* and based on ongoing research gathered in 2004/2005 by *Scottish Centre for Social Research*, followed families and children within the early years sector, with a view to evidencing areas of concern. It reinforces collaborative working not only during the study itself but also within the lives of the families and children participating. [Growing Up In Scotland](#).



Professor Susan Deacon, stresses that we need to “foster a genuinely collaborative approach, share resources and agree priorities for action” to improve children’s early years because at the moment there is a clutter of policy with competing agendas that prevents the connections needed to improve and move forward effectively within the children’s early years workforce. She believes “the real key to change lies in supporting, encouraging and resourcing professionals and communities to work together at the point of delivery.” (Deacon, Professor Susan, Extract from report: [Joining the Dots: A better start for Scotland’s Children](#)).

WHO DO WE COLLABORATE WITH?

- **Children** - listening and responding to the opinions and needs of all our children and building strong relationships.
- **Parents/carers** - working together to support and develop children's learning and development.
- **Scottish Pre-school Play Association (SPPA)** - offer us help and guidance on all aspect of running a successful Playgroup.
- **East Lothian Partnership** - co-ordinate training, continual professional development in all aspects of childcare.
- **SCSWIS** - work in partnership with us to ensure that we are meeting the National Care Standards and maintain registration.
- **SSSC** - Ensure we are aware of the qualifications required to maintain registration and practice within the childcare profession.

WHERE WE WOULD LIKE TO COLLABORATE MORE?

- **Local School Nursery Staff** - we would like to encourage more interaction between ourselves and school nurseries to support the children's transition.
- **Local Library** - we would like to invite librarians in to host story time and encourage our children and parents to read together.
- **Local professionals** i.e.. police, fire brigade, dental nurses, lollipop person - to raise children's awareness of personal safety and good hygiene habits.
- **Local grocers** - to reinforce the benefits of healthy eating habits to parents and children.

DEVELOPING OPPORTUNITIES TO COLLABORATE

In order to develop these opportunities it is essential that the following skills and knowledge are present in the daily management of our Playgroup-

- ***Communication*** is the key and it is essential to be confident about speaking to professionals/other adults at different levels.
- ***Knowledge*** - having an extensive and ever-growing insight into all the children and families using our Playgroup, as well as understanding their expectations and needs. Also being aware of all frameworks and programmes in place to support learning and play.
- ***Innovation*** - when an opportunity arises, take it forward and recognise the benefits.
- ***Flexibility*** - Be considerate of others and open to suggestion in order to work effectively.

HOW CAN OUR COLLEAGUES DEVELOP OPPORTUNITIES WITHIN THEIR ROLES?

- Staff are motivated and supported to learn and develop skills and knowledge and to gain qualifications, no matter what level of support they provide, from Support Worker to Lead Practitioner level.
- Opportunities are available to continually keep up to date with legislation and regulations through training, workshops, independent reading of Journals, media coverage and seminars and these opportunities should be undertaken regularly.
- Our Committee and Staff attend regular meetings and have the opportunity to raise concerns, introduce ideas and offer support to each other.

BENEFITS TO PLAYGROUP THROUGH COLLABORATIVE WORKING:

Integrated working and collaborative practice within our Playgroup is essential for our success.

- Internal collaboration supports happy and knowledgeable workforce, who are working ***TOGETHER***.
- Two way relations with partner services promotes opportunities to share resources and information.
- Good relations with other professionals allow us to feel confident and knowledgeable within our practice.
- We develop a better understanding of our children and families, what their needs and expectations are and how we can meet these.



Working together within a collaborative environment provides efficient and complete services to our children, their parents and the community as a whole.....Only by working as a team can we complete the circle.

Sharon Kerr Manager

Stoneyhill Playgroup

Community Centre

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No one cares how much you know ,until they know how much you care.

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