Subsection: Effective Communication

Guidance Notes	Reflective Questions	Resources	Your Evidence
The foundation of effective team work is effective communication. Whether you are a small team or a large team, the methods you apply will impact on how successful you are in achieving high quality practice and best supporting individual children. **Children:** Consideration should be given to how as a team you effectively share information about the children in your care. There should be processes in place to ensure that important information is shared with those caring for the child in a consistent and timely manner. This will enable all staff to have a clear view of the child's needs and therefore provide the most appropriate care. Methods for parents and carers to communicate with staff should be varied and appropriate. Thought needs to be given as to what opportunities are there for parents to share important information with you, how this information influences practice and how feedback is provided. Consider: learning journeys, observations, notice boards, parent's evenings, progress reports children's diaries, message books, food/sleep/changing charts, online journals, speaking with parents at pick up and drop off etc.	• What are the team's views of how well they currently communicate? • What would they like to see change or improve? • What strategies do you currently have in place to share information about children with one another? E.g. messages from home, next steps etc. • How effective are these identified methods in ensuring that all staff have a sound understanding of each child? • Are parents provided with enough opportunities to share information about their children? • Are parents offered opportunities to seek feedback about their children's time at the setting? • How do you share information with other providers that the child attends, about their development and next steps that you have identified? How does this impact on your ability to best support the child? • How do you communicate effectively with other professionals and supporting agencies to receive advice and guidance? What strategies or processes do you have in place to ensure that this then impacts positively on practice?	Q Cards Multi-agency working – see Reflective Practice section of Q cards Team Meetings Networking Communicating with parents Training EED team training programme Useful Links	Guidance note: Remember to date your evidence to allow you to revisit and review relevance.

Quality Improvements: Whilst there should be an identified lead for quality improvements, all staff should be involved. Managers and leaders should effectively communicate the areas for development that have been identified through inspection/self-reflection, to ensure that all staff are well informed and working towards the same objectives. To make progress, tasks must be delegated, and impact should then be monitored. Therefore, clear directive should be offered and channels for two-way communication open. Practitioners need to be given appropriate opportunities to feedback on agreed next steps and progress being made. The input from supporting agencies and other professionals will contribute to the settings quality improvements, therefore effective communication is necessary. The advice offered needs to be communicated to the wider team if it is going to impact on practice. Consider: Reflective journals, action plans, memos, team meetings, one-ones, room meetings, room observations, peer observations, professional discussion, message boards, communication books, networking opportunities, emails, suggestion boxes, feedback questionnaires etc.	• Do staff have enough time to 'hand over' when finishing their shift/going on break? • How are staff made aware of the actions identified for the setting as a whole? • How are staff enabled to contribute to these decisions? • What information is recorded as evidence of your effective communication? • Considering the examples provided in column one, are your methods for effective communication varied?		