

# Early Education Development Team - Working Agreement

## Purpose

This agreement sets out how the Early Education Development Team and early years providers can work together to support high-quality provision and improve outcomes for children.

Our shared aim is to develop strong, positive partnerships that promote continuous improvement and high standards across early years settings. We are not a regulatory role; we are an advisory team here to provide support.

[About the EED team | LCC Family Hub](#)

## Our Commitment (Local Authority Early Years Advisor)

As an Early Years Advisor, we will:

- **Provide support and guidance** to help improve the quality of provision and outcomes for children.
- **Visit settings as capacity allows** prioritising support where it is most needed. Activities on visits may include joint observations, discussions, modelling etc. (please note at times there may be more than one advisor for quality assurance or shadowing purposes, but this will be communicated with you beforehand)
- Be **accessible via email and telephone** to offer advice, guidance, and signposting.
- Provide access to the **universal offer**, including:
  - Training and professional development opportunities
  - Networks and briefings
  - Newsletters and updates
  - Resources and guidance materials
- Work in a **collaborative, respectful and solution-focused way**, recognising the strengths and context of your setting.
- Offer opportunities to reflect on leaders and staff members **well-being**.
- Share relevant **local and national updates, expectations and best practice**.
- Offer **constructive challenge and professional dialogue** to support improvement
- Prioritise safeguarding of children, staff and practice at all times.

## Your Commitment (Early Years Provider)

To support effective partnership working, we ask that you:

- **Engage positively** with the Early Years Education Development Team.
- **Invest time and energy** into working with us to improve the quality of your provision and outcomes for children.
- Be **open to professional dialogue**, reflection, and constructive feedback.
- Take **appropriate action** in response to advice, guidance, or identified areas for development.

- Ensure that leaders and staff **access relevant elements of the universal offer**, including training and updates.
- Communicate with us in a **timely and professional manner**, responding to emails or contact where appropriate.
- Share relevant information about your provision to enable us to provide **tailored support**.

## Working in Partnership

We are committed to building a relationship based on:

- Trust and transparency
- Professional respect and empathy
- Open communication
- A shared focus on improving outcomes for children

We recognise that each setting is unique and will work with you in a way that reflects your individual context.

## Concerns and Escalation

Our primary role is to **support improvement, not to regulate**. However, where concerns arise:

- We will, wherever possible, **discuss any issues with you first**, ensuring clarity and an opportunity to respond.
- We will aim to provide **guidance and support to address concerns** at the earliest stage.
- As part of our statutory responsibilities, **if significant concerns are identified**, like you we have a **duty to escalate these through appropriate channels**.

This will always be carried out professionally, transparently, and with the intention of securing the best outcomes for children.

Should you have concerns about the support provided or the conduct of your supporting advisor, you can escalate your concerns by contacting [Kelly.mason@leicester.gov.uk](mailto:Kelly.mason@leicester.gov.uk) or [Claire.Lakin@leicester.gov.uk](mailto:Claire.Lakin@leicester.gov.uk).

## Review of Agreement

This agreement is intended to support effective partnership working and may be reviewed and updated as needed.

We value the important work you do and are committed to working alongside you to support high-quality early education and care. By working together, we can continue to improve experiences and outcomes for all children.