

# Safeguarding Self-Assessment Audit:

## Academic Year 2024/25

## Childminder specific

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| **Name of Childminder** |  |
| **Date of Assessment** |  |
| **Date you last completed DSL training, and the training provider used** |  |

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| **Outcome of self-assessment**  When judging your setting try and answer the question, ‘Are children kept safe here through the processes in place?’ If the answer is no, then an action plan should be put in place to address any areas for development.  For the assessment to have the most value it should be answered as honestly as possible, so the quality of safeguarding practices are professionally challenged and continually developing. | **Effective**  (How have you come to this judgement?) | **Ineffective**  (Please bullet point main areas for development) |

## Introduction

This self-assessment audit can be used on an annual basis for childminders, who in their own right are the Designated Safeguarding Lead. It is designed to review safeguarding practices. If you employ assistants best practice is to involve them when responding to the questions as this promotes a shared understanding, ethos, and commitment to safeguarding.

* This self-assessment tool will help your setting audit current safeguarding and child protection arrangements.
* The tool will also help to identify areas for development and support you in making any changes necessary.
* The review is easy to use, and an action plan can be implemented to improve your settings safeguarding policies and procedures.

This review will also help provide evidence in readiness for Ofsted inspections.

**The Early years Inspection Handbook for Ofsted registered provision (September 2024)**

**Good judgement for Leadership states:**

‘The provider has a culture of safeguarding that facilitates effective arrangements to; identify children who may need early help or are at risk of neglect, abuse, grooming or exploitation; help children to reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help; manage safe recruitment and manage allegations about adults who may be a risk to children.’

## Aims of the Safeguarding Audit

The safeguarding audit enables you to:

* Assess your establishment’s safeguarding practice, identify gaps, and develop an annual action plan to address these.
* Review current safeguarding policies and procedures in your setting to evidence the impact of these, rather than simply having them in place.
* Establish your assistants (if you have them) understanding of safeguarding procedures.
* Be confident that you are progressive and always developing your safeguarding knowledge.
* Demonstrate that you have taken appropriate steps to audit your safeguarding arrangements and taken action to safeguard children and young people.

As a childminder we appreciate you often work alone so if you have any questions arising from the audit or you want to professionally discuss a scenario, please contact the Early years team who are here to support.

[EYCC@worcestershire.gov.uk](mailto:EYCC@worcestershire.gov.uk)

## Assessment Rating

This audit has 14 sections to ensure your safeguarding practices are robust across the whole provision. It covers:

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| **1** | Leadership and Management | p 6-7 | **8** | Multi-agency and Early help | p 31 |
| **2** | Policies and Procedures | p 8-9 | **9** | Record keeping | p 32-34 |
| **3** | Safer working practices | p 10-13 | **10** | Voice of the child | p 35 |
| **4** | Children’s safety and well-being | p 14-16 | **11** | Premises and Security | p 36-38 |
| **5** | Babies and Toddlers | p 17-19 | **12** | Health and Safety | p 39 |
| **6** | Safer recruitment | p 20-23 | **13** | On-line safety | p 40 |
| **7** | Improving Knowledge | p 24-30 | **14** | Action plan template | p 41 |

Please grade your assessment using the following rating system. For all questions the following scoring applies:

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| **Green** | Fully met - everything is in place and up to date |
| **Amber** | Not fully met - something requires review or development |
| **Red** | Not met - needs to be developed as a matter of urgency |
| **White** | Not applicable - does not apply to your organisation or circumstance |

If you believe you cannot progress from red to amber or amber to green (for example because of resource implications) please include an explanation.

### Section 1: Leadership and Management

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| The registered person (childminder) is designated to take the role of Designated safeguarding lead (DSL) and take on the responsibility for dealing with child protection issues, providing advice and support to any assistants, liaising with the local authority, and working with other agencies. | Do you understand the roles and responsibilities of the DSL?  [DSL Job Description (worcestershire.gov.uk)](https://www.worcestershire.gov.uk/sites/default/files/2024-09/DSL%20Job%20Description%20updated%202024.pdf)  Do you have the relevant training to fulfil this role?  Do you prioritise time to undertake the full and required duties of this role? |  |  |  |
| All adults in the setting including families are aware of your role as DSL. | Do adults know who to contact with concerns outside of normal opening hours? |  |  |  |
| NEF registered childminders are part of the project Operation Encompass.  The DSL is confident in the processes to follow when they have received a domestic abuse notification. | Has your signed agreement been sent to WCF Education team? Have you shared training with assistants if you have them? Have parents been informed of your participation in this project.  Are domestic abuse notifications logged on the child’s safeguarding file? |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| The DSL regularly monitor concerns and outcomes. | Is there an audit process? Does recordkeeping capture actions that have been taken where concerns have been raised? This can be as simple as a conversation with a parent about whether a child has had breakfast before coming to the setting.  Could a stranger understand your records and the concerns raised? |  |  |  |
| The DSL discusses concerns with parents/carers in the first instance (unless to do so would put the child at risk of immediate harm). In which case a referral to children’s social care will be required. | Do you do this in a timely manner i.e., on the day of the concern? |  |  |  |
| The DSL recognises local and national safeguarding threats. | Are you signed up to the CASPAR newsletter published by the NSPCC?  [CASPAR | NSPCC Learning](https://learning.nspcc.org.uk/newsletter/caspar) |  |  |  |
| The DSL reflects on safeguarding procedures and explores safeguarding themes with others through networking. | As DSL do you have somebody you can talk to in confidence about safeguarding processes and procedures and reflect on these? |  |  |  |

### Section 2: Policies and Procedures

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| I have a written safeguarding and child protection policy that sets out my commitment to keeping all children and young people safe?  My policy account’s for recent changes i.e., EYFS (2024), Keeping Children Safe in Education (2024) and Prevent duty guidance (2023)  My policy is in line with local authority guidance, the Worcestershire Safeguarding Children Partnership and the EYFS. It distinguishes between safeguarding and child protection and refers to the levels of need document and how to refer to statutory services. | Is the Safeguarding and Child protection policy up to date, reviewed annually, and shared with any assistants?  Does the policy include the use of mobile phones, cameras, and other handheld devices, for adults and children in the setting.  Does it include contextualised safeguarding themes? |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| The policy is available to parents and all adults (including family members and assistants) working or around children and young people.  My policy is aligned with other policies where these are in place i.e. Health and Safety. | Is it accessible to all including those whose first language is English?  Are policies evaluated after incidents? |  |  |  |
| My policy has been edited to reflect my individual settings safeguarding practice and safeguarding themes prevalent in our locality. | Templates can be useful but cannot truly represent the practice of the setting, so should be personalised.  Are there appendices and what do they contain?  If you care for children before and after school, are you aware of the risks these children may face in terms of safeguarding? |  |  |  |

### Section 3: Safer working practices

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| Ratio and qualification requirements are always met. | Are you meeting all the children’s needs?  If you have made ‘exceptions’ to ratios, have you risk assessed this? |  |  |  |
| There is a staff code of conduct for any assistants employed. | Is this reviewed with assistants annually? Do you have a capability procedure? |  |  |  |
| Consideration is given to how you will manage lone working. This includes having a plan should an emergency arise. | Do you feel secure in the knowledge help will be near if you should need it?  What is your plan should you have an aggressive parent turn up at your door? |  |  |  |
| Consideration is given to how you will manage intimate care and support children with nappy changing and toileting. | Is there appropriate equipment and training accessible to adults carrying out intimate care procedures?  Consider hygiene, how do you avoid cross contamination? |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| There are adequate toilets and hand washing facilities including adaptive equipment where required.  Children are appropriately supervised. | Can children access toilets promptly?  Are children in sight or hearing when using the toilet area.  Is the level of supervision appropriate to the developmental stage of the child?  Are the facilities kept clean and regularly checked for hazards? |  |  |  |
| Children are always in sight and hearing during mealtimes. | Do you sit with the children at snack and mealtimes?  Is the area and equipment suitable for feeding? |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| I have a current paediatric first aid certificate and the relevant equipment to administer first aid. | Consider trips outside the setting, or the transporting of children. Are first aid kits available both inside and when you leave the setting i.e. school run. If you use your car is there a first aid kit permanently in the car? Are these regularly replenished and checked for expiry dates? |  |  |  |
| There is an appropriate policy and procedure for dealing with children who are ill or infectious. | Does this include the handling of bodily fluids?  Are all adults including parents aware of illnesses and conditions which may warrant exclusion from the setting? |  |  |  |
| There is an appropriate policy and procedure for the administering of medicines. | Do your records detail dosage, permissions from parents, and times of administering? Do you inform the parent of a dosage given as soon as reasonably practical? |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| Sleeping children are monitored effectively. | Are they within sight or hearing? Do you check for the rise and fall of the chest? How often are they checked? Is this recorded?  (More detail in babies and toddlers section) |  |  |  |

### **Section 4: Children’s safety and well-b**eing

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| **Standard indicator** | **Things to consider** |  | **RAG**  **rating** | **Setting action required** |
| Children’s well-being is prioritised.  The setting promotes children’s mental health through everyday practice. | Do children feel safe and secure in the setting, are they confident and engaged in activities, are they happy to seek support when they need help or are upset? Is children’s PSED and emotional literacy a focus for the setting? |  |  |  |
| The key person system is effective. | How do you know? Do you have a good relationship with parents?  Do you work in partnership with the parents/carers to enhance the child’s experience of the setting?  Do you have professional boundaries? |  |  |  |
| Children are supervised effectively. | Are children always within sight and/or hearing? Are all children’s needs being met? |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| There are clear boundaries and rules in place which are communicated to the children in the appropriate manner i.e., golden rules etc. | Do you encourage children to resolve their own issues? To speak out when someone has upset or hurt them?  Are your golden rules embedded? Are children involved in the creation of rules?  Is your setting a safe space where they can make mistakes without reprimand? Do you give them the time and skills to recognise how actions affect others? |  |  |  |
| Adults recognise that unwanted and challenging behaviour can be a result of adverse childhood experiences. | Have you and any assistants if you have them, completed ACES training?  [ACEs (acesonlinelearning.com)](https://www.acesonlinelearning.com/) |  |  |  |
| There are appropriate risk assessments in place for children with complex and challenging needs. | Do you have a policy and procedure of how to handle children safely? |  |  |  |
| I and any assistants have appropriate training for working with children who present with complex and challenging needs, including self-regulation. | Do you regularly refresh this?  How consistent are you in strategies used with complex children? Do all adults including parents understand the ‘why’ of approaches you have? |  |  |  |
| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| The setting involves other professionals as appropriate. | Do you have access to the Early year’s inclusion team webpages? Do you know what support is available?  Do you understand your role as SENCO?  [Early Years Inclusion | Worcestershire County Council](https://www.worcestershire.gov.uk/worcestershire-children-first-education-services/support-services/improving-schools-and-settings/early-years/early-years-inclusion) |  |  |  |
| Children are identified quickly if they have a developmental need and placed on the settings SEND provision map under the plan, do, review cycle. | Do children with additional needs have an individual provision map?  Are there needs being met? |  |  |  |
| Children looked after (CLA) have a Personal education plan in place. | If you care for a CLA in wrap around care, do you liase with the child’s school setting? |  |  |  |
| Adults working with children are aware of the factors that can increase a child’s vulnerability, i.e., age, disability or family factors. | How well do you know your families and the challenges they may face? |  |  |  |

### Section 5: Babies and Toddlers

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| All equipment offered to babies meets all necessary safety checks and follows all manufacturers guidance. | How do you maintain equipment? If buying on-line does equipment meet British safety standards? |  |  |  |
| Resources used with babies are age appropriate and risk assessed if required. | Babies mouth as a natural part of their development do you have safe resources for them to do this? How do you maintain hygiene? |  |  |  |
| Safer sleeping guidelines are followed:  Clear flat spaces for sleeping  Temperature between 16-20 degrees  Thermometer in sleep spaces  Cots not in direct sunlight or heat source  No cot bumpers used  No soft toys  No pillows or duvet  Sleeping position: on back with feet positioned at bottom of cot  Any blankets are firmly tucked in.  Sleeping bags if used are well fitted and the appropriate size for the weight of the baby. | Do you share this information with parents?  How often do you check sleepers? Do different children require more frequent checks? |  |  |  |
| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| When babies are sleeping physical checks are made regularly to observe the rise and fall of the chest. | Monitors can be useful, but can you truly see the rise and fall of the chest? |  |  |  |
| If babies fall asleep whilst in a car seat they are removed and placed in a cot at the earliest opportunity.  Car seats are appropriate for the age and weight of the child. | Do you encourage parents to do the same? |  |  |  |
| Children have hygienic and suitable places to sleep. | Have you risk assessed your sleeping arrangements so you can justify your approaches? |  |  |  |
| If children are using baby bouncers or swings:  Babies are always supervised  They are not used for sleeping  Time is limited to 20-30 minutes  Bouncers are used on a flat stable floor  If the baby can sit up unaided, then the baby bouncer or swing is no longer safe  Do not exceed weight restrictions  Do not feed baby whilst in the bouncer/swing. | Do you monitor how and when these are used?  Do babies have the opportunity to move freely. |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| Highchairs are in good working order:  All straps are checked and altered to fit the size of the child  The base of the highchair is sturdy  Babies are not left unattended  Highchairs are cleaned before and after every use. | How do you progress from highchairs to chairs? |  |  |  |
| Consideration is given to how babies are supported during snack and mealtimes:  Babies are adequately supervised when eating.  Before a baby/child is admitted to our setting we obtain information about any dietary requirement, preferences, and food allergies.  Food safety training is undertaken by all adults preparing or serving food.  Food safety for under 5’s is followed.  <https://help-for-early-years-providers.education.gov.uk/safeguarding-and-welfare/food-safety> | Do you revisit dietary needs and preferences throughout the child’s developmental journey? |  |  |  |

### Section 6: Safer recruitment (all childminders)

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| I understand what constitutes an allegation and know the processes to follow should an allegation be made.  I know where to seek help should an allegation be made against me.  [LADO-A-guide-for-professionals-volunteers-who-work-with-children-1.pdf (safeguardingworcestershire.org.uk)](https://www.safeguardingworcestershire.org.uk/wp-content/uploads/2020/07/LADO-A-guide-for-professionals-volunteers-who-work-with-children-1.pdf) | Can you confidently determine the difference between an allegation and a complaint? |  |  |  |
| Policy and procedures include how to manage allegations against myself or other adults on the childminding premises. | It would be good practice to have this written. |  |  |  |
| Any assistants working with children are aware of the procedure for responding to and managing allegations against staff. They understand the role of the LADO and have access to information regarding what happens when allegations are made.  They are clear about how to report and record concerns. | Do you give adults scenarios to consider? We can sometimes confuse allegations with complaints or niggles. Be clear all adults know what constitutes an allegation. |  |  |  |
| I know how to report concerns over other professionals when their suitability falls into question. | [LADO Concern (worcschildrenfirst.org.uk)](https://lcsportal.worcschildrenfirst.org.uk/web/portal/pages/lado) |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | | **RAG**  **rating** | **Setting action required** |
| A strong safeguarding message is visible from the start of the recruitment process i.e., job adverts state my safeguarding commitment and requirement of a DBS. |  |  | |  |  |
| The selection process includes the examination of individuals values and attitudes as well as knowledge and skills.  The selection process includes the scrutinising of application forms to identify gaps in employment and other discrepancies.  DBS checks are received before the adult starts working with children. These are completed by Ofsted. | Do you evaluate your safer recruitment processes?  If you’re a childminder looking after children at home, then any adults who live with you or work there regularly during childcare hours will also need a DBS check.  This could include your partner, cleaner, housemates, lodgers and children over the age of 16. |  | |  |  |
| Eligibility to work in the UK is checked. |  |  | |  |  |
| Qualifications are checked to ensure they are relevant. |  |  | |  |  |
| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | | **Setting action required** |
| References are obtained prior to employment commencing. This must include one from the last place of work. These are double checked by phoning the referee to clarify information.  Where two references cannot be obtained a risk assessment is completed and alternative measures sought i.e., a character reference. | Have you requested the reference from a legitimate business email?  Avoid accepting pre-written references. |  |  | |  |
| The setting recognises that safer recruitment does not stop on successful recruitment of adults. It is about the on-going processes which ensure the suitability of adults working with children.  Supervision is used to address low level concerns around performance and professional conduct.  The setting have a capability procedure to support adults in reaching the required standards.  Disciplinary procedures are clear and accessible to all adults explaining what happens where concerns regarding conduct or performance are raised. | How effective is your supervision in raising concerns around conduct?  How do you record and then review this?  Do you follow your procedures? There needs to be a line between supporting adults and then recognising when conduct is inappropriate and not suitable for those working with children. |  |  | |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| A record of safer recruitment practices are kept. This details:  Job description and personal specification  Shortlisting information  Application forms  Interview notes  If the applicant is successful records are kept of:  Name, addresses and date of birth of all employees, volunteers, and students.  A record of the below checks are kept stating; the date of the check and who carried them out.  Identity check  DBS check  Right to work  Qualification checks  Reference checks  Further overseas criminal record checks are made where appropriate. | It is good practice to have one record which holds all the evidence of your safer recruitment procedures and the suitability of adults working with children. |  |  |  |

### Section 7: Improving knowledge

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| Any assistants and I are alert to issues of concern in children’s lives. | How do you reach hard to engage families? |  |  |  |
| When children come from another setting all efforts are made to contact previous settings to find out if there were any previous safeguarding concerns. | Do you ensure this happens both ways i.e., when a child leaves your setting? How is this recorded?  What about a child who attends another setting – do you share relevant information?  What are your procedures for handing over children to other professionals rather than parents i.e., schools. Do you pass on important information? How do you ensure this reaches the teacher/parent? |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| I have regard for statutory guidance which sets out my responsibilities to safeguard and promote the welfare of children.  Any assistants and I regularly review the settings policies and procedures to ensure they are effective.  Any assistants and I are able to identify concerns and know how to report them.  Adults working with children are aware of how to challenge decisions which they think may not be in the best interests of the child. This includes challenging inappropriate behaviour of other adults. | If you employ assistants, is it recorded that they have read, understood and signed the settings Safeguarding and Child Protection policy.  This should be reviewed with those working with children annually.  Do you always follow procedures in practice?  Do you regularly evaluate your processes and discuss scenarios?  Are you sure? Is your setting promoting a safeguarding culture where staff feel safe to express views. Are they listened and acted upon? |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| Safeguarding guidance is displayed around the setting. | Do you have prompts around the setting, in the staff room, toilet areas etc.? |  |  |  |
| There are rigorous systems in place for the prompt follow up of any absence from the setting. | Do you check in with families on the day of absence?  Are chronologies used to highlight patterns of attendance?  Do you have up to date contact information, is this reviewed regularly? |  |  |  |
| Any assistants working with children have completed an induction which includes their safeguarding responsibilities.  This is recorded on their file. | Consider putting together an induction pack which incorporates their job description, contract, code of conduct, training pathway and induction process. |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| Any assistants have completed level 2 safeguarding training which helps them to understand the settings Safeguarding and Child Protection policy and procedures.  Training covers up to date safeguarding themes and enables assistants to identify the signs and symptoms of possible abuse and neglect.  Assistants and I understand how to respond in a timely and appropriate manner based on the 4 Rs of safeguarding: Recognise, Record, Report, and Refer.  Training for assistants is completed at least every 3 years. | Do you evaluate the training you offer? Many courses online can be generic and not consider local procedures.  Do you signpost adults to further safeguarding guidance such as;  Working together to safeguard children (2018), Keeping children safe in education (2024), PREVENT duty (2023), What to do if you’re worried a child is being abused: Advice for practitioners. |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| As DSL, I have completed local authority training to level 3 which includes local safeguarding procedures. This is reviewed every 2 years. | Although this is required bi-annually it is good practice to complete this annually. |  |  |  |
| All adults working with children update their safeguarding knowledge at least annually.  As DSL I attend local authority DSL network meetings to keep myself informed. | The safeguarding threats we face change rapidly. Those not consistently involved in safeguarding issues can become de-skilled.  Updates can come in many forms from reading articles, podcasts, documentaries, or professional discussion |  |  |  |
| Assistants have opportunities to professionally discuss safeguarding scenarios and raise their awareness of safeguarding threats.  As DSL I engage in professional discussion with others to keep my knowledge up to date. | Is there a safe space where adults can raise safeguarding concerns or discuss safeguarding processes? |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| Assistants and I have received training on contextualised safeguarding themes such as:  PREVENT  GET SAFE (gangs, sexual exploitation, trafficking, modern day slavery, absent or missing, forced marriage, and criminal exploitation.  FGM  Online safety  Child on child abuse  Early Help  Mental health  All training is recorded and evaluated. | Contextualised safeguarding considers safeguarding threats from outside of the home.  Can you confidently relate some of these themes to Early years? For example, the link between PREVENT and promoting British values as part of this strategy?  How do you measure the impact of training? |  |  |  |
| As DSL I reflect on child safeguarding practice reviews (CSPR) to help improve knowledge and practice. | Please note the new terminology, moving from serious case reviews to child safeguarding practice reviews. |  |  |  |
| I use resources such as Pantasaurus (NSPCC) to help teach children how to keep themselves safe and their body is their own. | Do you teach children to call out when something doesn’t feel right?  Do you ask babies and young children permission before helping them with self-care tasks including toileting and nappy changing? |  |  |  |
| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| As DSL I have access and utilise the Neglect toolkit available on the ‘Regional child protection procedures for West Midlands’ website.  [Neglect tools and pathways (procedures.org.uk)](https://westmidlands.procedures.org.uk/local-content/xkjN/neglect-tools-and-pathways/?b=Worcestershire) | This was brought out in 2019 and is a collection of resources to support you in supporting children who may be at risk of neglect. |  |  |  |

### Section 8: Multi-agency work and Early Help

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG rating** | **Setting action required** |
| I have a Supporting families offer (previously named Early help offer)  Where the setting has a website, this is published under a ‘Parent’ tab.  The offer is jargon free and written simply and clearly. | The offer is visible to parents/carers and adults working with children.  Ask yourself would an 8-year-old child be able to read and understand this? |  |  |  |
| My setting completes early help assessments with families before referring to WCF for additional support. | Have you accessed the Early help webcasts on the Early years page of the WCF website?  [Early Help in the Early Years | Worcestershire County Council](https://www.worcestershire.gov.uk/worcestershire-children-first-education-services/support-services/improving-schools-and-settings/early-years/early-help-early-years)  Do you work with other settings when supporting children i.e., siblings school DSL’s? |  |  |  |
| As DSL I am aware of the Harmony at home program to support families in reducing parental conflict. | [Harmony at Home | Worcestershire County Council](https://www.worcestershire.gov.uk/council-services/childrens-social-care/virtual-family-hub/harmony-home) |  |  |  |

### Section 9: Record keeping

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| My setting records the following information for each child:  Full name  Date of birth  Full name and address of every parent/carer known to the setting  Parental responsibility information  Who the child normally lives with  Emergency contact details | Do you review the information regularly to ensure up to date?  Do you include both parents information? |  |  |  |
| There is an up-to-date record of all safeguarding concerns.  All safeguarding files are kept onsite in a locked cabinet.  Safeguarding records are separate from developmental or registration records to control access. | Is the key separate to the cabinet?  Do you cross reference other records i.e., flag a child’s generic file so it is identifiable that there is also a Safeguarding file for the child? |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| Records contain sufficient detail and could be understood by somebody who doesn’t know the case. They include chronologies, cause for concern records, copies of referrals and notes from phone calls etc.  Records are factual and use descriptive words i.e. instead of…    ‘Mia had a really bad day, she had lots of toileting accidents and wouldn’t eat her lunch’  how about…  ‘Mia wet her pants four times during the session’. Mum had no explanation for the change in Mia’s behaviour when I discussed concerns at collection time. | Are you records easy to follow, do they have clear chronologies?  Are blank forms available to all adults working with children? |  |  |  |
| Safeguarding records are regularly reviewed and updated. |  |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| There is a policy and procedure for the transfer of child files to new settings. This is in line with GDPR and data retention requirements. | Child safeguarding records should be transferred to the feeder setting with a record kept of the transfer. This should be signed by both parties and archived until the child’s 26th birthday.  If you do not know where the child is going you should keep the archived safeguarding file until the child’s 26th birthday. |  |  |  |
| Incidents are reported to Ofsted in line with the requirements of the EYFS. | What about complaints – do you have a complaints file with evidence of how you have dealt with these? |  |  |  |

### Section 10: Voice of the child

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| Children have a voice in the setting, and this is captured through observation and dialogue. | Are children confident to call something out they think is wrong?  Think about British values; by teaching children about democracy, rule of law, respect, tolerance, and individual liberty we are giving them the skills which may avoid them being pulled into radicalisation. |  |  |  |
| Children are taught emotional literacy and are learning to articulate their feelings and emotions. |  |  |  |  |
| My setting prioritises children having quality time to talk and interact with adults and peers. |  |  |  |  |
| As DSL I am aware of the role of MARAC and how they can contribute to the safeguarding of children by providing the voice of the child’ for risk assessment conferences via the early years team. | How do you capture the voice of the child, what tools do you use?  [Safelives MARAC](https://safelives.org.uk/resources-for-professionals/marac-resources/find-a-marac/) |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| Car parking and entry to the site is safe. | Consider the experience of children and families arriving and leaving your setting. Is it easy to manage for those with small children?  What about staff and visitors? |  |  |  |
| Entrances are locked and controlled.  Child registers are accurate and updated and systems are in place so all adults working with the children know the number of children in their care at any one time. | How do you ensure parents or visitors don’t leave doors open?  How do you manage children when outside of your home i.e. at the park with other children? |  |  |  |
| All visitors are asked to sign in and out. ID is checked and all visitors are given safety information such as what to do if they have any welfare concerns, the settings mobile phone policy, and what to do if the fire alarm is raised. | Do you practice the same procedure for all visitors? |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| There are robust arrangements in place for receiving and handing over children, including registration and the arrival of those who are later or earlier than expected. | Are numbers updated as children arrive and depart so this remains accurate? |  |  |  |
| There is a policy and procedure for both missing and uncollected children. | Do you carry out missing children drills? |  |  |  |
| There are agreements with landlords and neighbours over access to boundaries such as hedges or fences when carrying out maintenance work. |  |  |  |  |
| There are agreements and risk assessments in place where buildings are of a shared use i.e., settings running from public buildings. | As a childminder you can apply to spend 50% of your time running childcare from non-domestic premises.  If this is the case are risk assessments in place for these premises? |  |  |  |
| Daily risk assessments are completed to ensure the premises are fit for purpose. This includes outdoor spaces, and any rooms used by children. | Do you ever get down on the child’s level to explore hazards?  Can you justify your approaches to how you plan your environment? |  |  |  |
| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| Fire drills are completed on a regular basis (at least termly) and recorded. Areas for improvement are identified. | Do you complete these at different times of the day, using different exit points?  Do you access home fire checks?  [Home Fire Safety Visit | Hereford & Worcester Fire and Rescue Service (hwfire.org.uk)](https://www.hwfire.org.uk/safety-and-advice/home-safety/hfsv/) |  |  |  |
| I have a planned lockdown procedure.  The Early Years Foundation Stage (EYFS),2024 states: “3.65 Providers must take reasonable steps to ensure the safety of children, staff, and others on the premises in the case of fire or any other emergency.” | Do you have emergency plans in place, outlining how you would respond if you needed to take any temporary actions in the event of an emergency?  The Department for Education have this useful guidance:  [Emergency planning and response for education, childcare, and children’s social care settings - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings) |  |  |  |

### Section 12: Health and Safety

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| I am aware of the legal requirement to adhere to health and safety legislation such as fire safety, and hygiene requirements. | Are you aware of CAPT the child accident prevention trust. This website is great to share with parents.  [Child Accident Prevention Trust | A safer world for all our children (capt.org.uk)](https://capt.org.uk/) |  |  |  |
| Risk assessments are in place for activities which may cause a health and safety risk i.e., outings out of the setting, animals, specific activities, using public transport etc. . | Are these reviewed regularly |  |  |  |
| I risk assess my outdoor areas to include the hazards found in a home environment, including plants, equipment and basic functions of a home i.e. drainage. |  |  |  |  |
| I have risk assessments for pets in the household to ensure both the animal(s) and children’s safety and welfare are protected. | [Can childminders have pets? - YouTube](https://www.youtube.com/watch?v=JeUPzLkWEmc) |  |  |  |

### Section 13: Online Safety

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| There is monitoring and/or filtering software installed on the network. The network is regularly tested. |  |  |  |  |
| I have clear expectations and boundaries around the use of IT including phones in my setting. | How do you embed this to children? |  |  |  |
| The setting has appropriate procedures in place to ensure that any images of children used within publications, publicity, websites or on social media are appropriate and only used where full written parental consent is obtained. | Do you revisit this? Good practice is to reconfirm consent if using images for something out of the norm i.e., a local news article about the setting. |  |  |  |
| Online safety is included in the settings curriculum.  Safe internet use and language is modelled and allows children to follow your examples when using it themselves.  This is shared with parents and families.  I follow strict guidelines in regard to using my personal devices for setting purposes to ensure I don’t breach GDPR. | Do you talk to the children about keeping safe online and what to do if they are worried.  Childnet have books to share with children from 3 years and up.  [Smartie the Penguin | Childnet](https://www.childnet.com/resources/smartie-the-penguin/) |  |  |  |

### Section 14: Action plan

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| **Section** | **Focus required** | **Actions taken/planned** | **Review date** |
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