

# Safeguarding Self-Assessment Audit

## Academic Year 2024/25

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| **Name of Setting** |  |
| **Date of Assessment** |  |
| **Name of DSL and Deputy DSL**  **If committee run, please also note committee lead for safeguarding** |  |

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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 Designated Safeguarding Leads and leadership teams to review safeguarding practices. Best practice is to involve your team 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 (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 teams understanding of safeguarding procedures.
* Ensure that key people within the setting, including the registered person, know how the setting is delivering the agenda for safeguarding.
* Demonstrate that you have taken appropriate steps to audit your safeguarding arrangements and taken action to safeguard children and young people.

The DSL and Deputy DSL should lead on the assessment however for quality purposes different perspectives should be sought from those working with children and young people. The DSL should report findings to the leadership team and registered provider and regularly review any actions identified from the assessment.

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 6-9 | **8** | Multi-agency and Early help | p 36 |
| **2** | Policies and Procedures | p 10-11 | **9** | Record keeping | p 37-39 |
| **3** | Safer working practices | p 12-15 | **10** | Voice of the child | p 40 |
| **4** | Children’s safety and well-being | p 16-18 | **11** | Premises and Security | p 41-43 |
| **5** | Babies and Toddlers | p 19-22 | **12** | Health and Safety | p 44 |
| **6** | Safer recruitment | p 23-27 | **13** | On-line safety | p 45-46 |
| **7** | Staff Knowledge | p 28-35 | **14** | Action plan template | p 47 |

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 an organisation considers that it 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** |
| A member of the settings leadership team 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 other staff, liaising with the local authority, and for working with other agencies. | Is there a DSL job description which defines safeguarding roles and responsibilities?  Does the DSL have an appropriate professional background, including training, to take on this role?  Does the DSL have sufficient time to undertake the full and required duties of this role? |  |  |  |
| A deputy DSL (DDSL) is available to act in the safeguarding lead’s absence. | Does the DDSL receive the same level of training as DSL?  Do they have the time and resources to fulfil this role? |  |  |  |
| All adults in the setting including families are aware of who is the DSL, and DDSL and their role.  The DSL or DDSL are available during the opening times of the setting. | If there is more than one DSL there should be a lead who is ultimately accountable.  How do you define ‘available’  Do adults know who to contact with concerns outside of normal opening hours? |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| There is a clear line of accountability. | Does the DSL have the authority to make decisions and recommend and implement changes? |  |  |  |
| The registered person is aware of the established child protection and safeguarding procedures and understand their role within this.  The DSL and DDSL report to the registered person regularly to discuss the safeguarding workload, number of open files, and progress made. | This includes all members of the committee or board.  How is this recorded, and issues acted upon? |  |  |  |
| If committee run, a member of the committee should take responsibility as a safeguarding champion. They will liase with the DSL and have a good overview of the settings Child protection and Safeguarding policies and procedures. They are confident safeguarding responsibilities are being met. | Is the nominated committee member the most suitable and qualified representative?  How often does the committee representative meet with the DSL? How do they evaluate the safeguarding provision?  Do you share this audit and action plan with the wider committee? |  |  |  |
| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| The setting is part of the project Operation Encompass.  The DSL and DDSL are 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 the wider team?  Are domestic abuse notifications logged on the child’s safeguarding file? |  |  |  |
| The DSL and DDSL 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? |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| The DSL and DDSL discuss 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? |  |  |  |
| DSL and Deputy DSL’s recognise local and national safeguarding threats. | Are you signed up to the CASPAR newsletter published by the NSPCC? |  |  |  |

### Section 2: Policies and Procedures

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| We have a written safeguarding and child protection policy that sets out our commitment to keeping all children and young people safe?  Our policy account’s for recent changes i.e., EYFS (2024), Keeping Children Safe in Education (2024) and Prevent duty guidance (2023)  Our 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 signed by the registered person?  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** |
| Our policy is available to parents and all adults (including volunteers) working with children and young people.  Our policy is aligned with other policies such as Health and Safety, Behaviour, Suitable people, whistle blowing etc. | Is the policy available on-line and visible on the settings website where possible? Is it accessible to all including those whose first language is English?  Are policies evaluated after incidents? |  |  |  |
| Our policy has been edited to reflect our 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? |  |  |  |

### 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 through the deployment of staff – when do you increase ratios?  Do you double check that level 6 qualifications are accepted by Ofsted? |  |  |  |
| There is a staff code of conduct | Is this reviewed with employees annually? Do you have a capability procedure? |  |  |  |
| There is a lone working policy which provides adults guidance when working alone with children. | Do you engage adults in the creation of this policy? Do they feel they are safeguarded from false allegations? |  |  |  |
| There is an intimate care policy which includes guidance to adults supporting children with nappy changing and toileting. | Is there appropriate equipment and training accessible to adults carrying out intimate care procedures? |  |  |  |

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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. | Is there a system to ensure they can 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?  Are there separate toilet facilities for adults? |  |  |  |
| Children are always in sight and hearing during mealtimes. | Do staff 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** |
| There is always an adult within the setting who has a current paediatric first aid certificate and the relevant equipment to administer first aid. | Consider trips outside the setting, or the transporting of children remembering there always must be a qualified paediatric first aider present.  Are first aid kits available across the setting i.e., in rooms and when outdoors? 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, times of administering, and evidence the administering of medication was witnessed by another adult? |  |  |  |

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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 staff 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-being

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| Childrens 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 the children and parents know who their keyperson is? Does the keyperson work in partnership with the parents/carers to enhance the child’s experience of the setting? |  |  |  |
| 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 all the adults working with children completed ACES training? |  |  |  |
| 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? |  |  |  |
| There is appropriate training for staff who work 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 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 have an active SENCO in place? |  |  |  |
| 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. |  |  |  |  |
| Adults working with children are aware of the factors that can increase a child’s vulnerability, i.e., age, disability or family factors. | Does your DSL liase with the settings SENCO regarding vulnerable children? |  |  |  |

### 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? |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| 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.  When babies are sleeping physical checks are made regularly to observe the rise and fall of the chest. | Do you share this information with parents?  How often do you check sleepers? Do different children require more frequent checks? |  |  |  |
| 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? |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| 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 adults working with children recognise the importance of them having the freedom to move freely. |  |  |  |
| 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? |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| 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

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| The registered provider has successfully completed safer recruitment training.  There is someone trained in safer recruitment on every recruitment/interview panel.  A strong safeguarding message is visible from the start of our recruitment process i.e., our job advert states our safeguarding commitment and requirement of a DBS. | It would be good practice for other persons on the leadership team to have completed safer recruitment training where possible. |  |  |  |
| 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.  Where there is a disclosure on a DBS check a formal written risk assessment is completed and kept on file. | Do you evaluate your safer recruitment processes? |  |  |  |

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| **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. |  |  |  |  |
| Eligibility to work in the UK is checked. |  |  |  |  |
| Qualifications are checked to ensure they are relevant. |  |  |  |  |

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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.  This includes students, volunteers, committee members and regular service providers i.e., a sports coach. |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| The DSL and DDSL regularly check the information held to ensure outstanding checks are completed promptly and meets GDPR requirements. |  |  |  |  |
| 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. |  |  |  |
| There is a policy and procedure for managing allegations against adults working with children. This is consistent with local authority procedures. | Remember this includes students, volunteers, and external people such as those delivering sports classes etc. |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| The registered provider, DSL and DDSL understand what constitutes an allegation and knows the processes to follow should an allegation be made.  They have attended training on managing allegations. | Does your registered person understand that they are responsible for managing allegations?  Can they determine the difference between an allegation and a complaint? |  |  |  |
| All adults 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. |  |  |  |
| Policy and procedures include allegations against the registered provider. | Do adults understand their duties to whistle blow where concerns are not being addressed effectively? |  |  |  |

### Section 7: Staff knowledge

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| The DSL, manager and keypersons 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., childminders or wrap around care? Do you pass on important information? How do you ensure this reaches parents? |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| All adults working with children have regard to statutory guidance which sets out their responsibilities to safeguard and promote the welfare of children.  All adults working with children understand the settings policies and procedures and use these appropriately  All adults working with children 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. | Is it recorded on employees/volunteers or students file that they have read, understood and signed the settings Safeguarding and Child Protection policy.  This should be reviewed with those working with children annually.  How do you know they would 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? |  |  |  |
| All those 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** |
| All adults working with children 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 staff to identify the signs and symptoms of possible abuse and neglect.  They understand how to respond in a timely and appropriate manner based on the 4 Rs of safeguarding: Recognise, Record, Report, and Refer.  This training 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. |  |  |  |
| Volunteers, committee members, auxiliary staff, administrators, and students must complete safeguarding training. | The level of training is dependent on the nature of the role. It must cover recognising signs and symptoms, knowing how to report this, and managing a disclosure. |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| The DSL, and Deputy DSL have completed local authority training to level 3 which includes local safeguarding procedures. This is reviewed every 2 years.  The registered provider has completed level 3 local authority safeguarding training within the last 3 years. | Although this is required bi-annually it is good practice to complete this annually.  Where the registered person is a committee or board it is recommended all members complete level 2 safeguarding training and one person takes the lead qualified to level 3. |  |  |  |
| All adults working with children update their safeguarding knowledge at least annually.  DSL and Deputy DSLs should attend local authority DSL network meetings to keep themselves 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 |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| Safeguarding is on the agenda for all leadership and staff meetings. These happen at least quarterly. | Is there a safe space where adults can raise safeguarding concerns or discuss safeguarding processes?  Do you provide opportunity for adults to professionally discuss tricky subjects that can arise from parental choice i.e. incorrect use of car seats or parenting styles? |  |  |  |
| All adults working with children have regular supervision where safeguarding concerns can be discussed.  The DSL is able to access supervision specifically for their safeguarding role. | Do your team understand they do not need to wait until supervision to raise concerns?  Is supervision effective? |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| Appropriate staff 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  Training can be in-house led by the DSL or sought externally.  All training is recorded and evaluated. | Contextualised safeguarding considers safeguarding threats from outside of the home.  Can adults working with children 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? |  |  |  |
| Do staff understand the Operation encompass project?  Is your membership of this project clear to families and staff?  Are all adults working with children aware that children are classed as victims in their own right where they have domestic violence in the home. | Are you a setting signed up to this program?  Could your team explain how this works?  Have you shared elements of the key adult training with them? |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| The DSL shares child safeguarding practice reviews (CSPR) with the wider team to help improve knowledge and practice. | Does your team recognise the new terminology, moving from serious case reviews to child safeguarding practice reviews? |  |  |  |
| The adults working with children 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? |  |  |  |
| The DSL and DDSL have access and utilise the Neglect toolkit available on the ‘Regional child protection procedures for West Midlands’ website. | 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** |
| The setting has 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? |  |  |  |
| The 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?  Do you work with other settings when supporting schools i.e., siblings school DSL’s? |  |  |  |
| The DSL and DDSL are aware of the Harmony at home program to support families in reducing parental conflict. |  |  |  |  |

### Section 9: Record keeping

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| The 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 monitored by the DSL and DDSL | Are training needs identified and addressed from this monitoring? |  |  |  |

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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. |  |  |  |  |
| The setting prioritise children having quality time to talk and interact with adults and peers. |  |  |  |  |
| The DSL and DDSL are 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? |  |  |  |

### Section 11: Premises and Security

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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? |  |  |  |
| Clear signage directs visitors to the correct entrance. | How do you ensure visitors aren’t able to wander about the premises prior to signing in? |  |  |  |
| 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 are adults kept informed of the number of children in their care?  How often do you spot check? |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| 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?  Consider giving visitors a badge, so it is clear they have gone through the signing in process. |  |  |  |
| 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 all adults know how many children are in their care? |  |  |  |
| 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 building are of a shared use i.e., settings running from public buildings. |  |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| Daily risk assessments are completed to ensure the premises are fit for purpose. This includes outdoor spaces used for the children and rooms used by adults such as staff rooms, storage cupboards etc. | Are the risk assessments a paper exercise or do they highlight issues which are then addressed in a timely manner?  Who monitors this? |  |  |  |
| 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? |  |  |  |
| The setting has 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** |
| The setting are aware of the legal requirement to adhere to health and safety legislation such as fire safety, and hygiene requirements. | Do you have a Health and safety poster displayed on the premises. |  |  |  |
| All adults working on the premises are aware of their duty to report any health and safety concerns. | Do leadership address concerns raised in a timely manner? |  |  |  |
| 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. Do adults fully understand and follow these? |  |  |  |

### Section 13: Online Safety

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| There is an ‘Acceptable Use Policy’ for the setting. |  |  |  |  |
| There is monitoring and/or filtering software installed on the network.  The network is regularly tested. |  |  |  |  |
| 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. |  |  |  |

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| **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG**  **rating** | **Setting action required** |
| 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.  Adults working with children do not use their own devices for setting purposes and there are policies related to the appropriate use of setting devices. | 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. |  |  |  |
| If the setting, use CCTV there are policies around this which cover GDPR. Parents are made aware of the purpose of the CCTV and signage around the premises indicates its use.  If the CCTV is run by your landlord there should have their own GDPR policy which explicitly details how they store and retain records. | ICO have a section on their website regarding the use of CCTV.  Do you have a written copy of this, are you satisfied it meets GDPR. |  |  |  |

### Section 14: Action plan

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