

Safeguarding in Early Years

Early Years providers must take steps to keep children safe and promote their welfare and well-being. This document highlights the requirements of [Inspecting safeguarding in early years, education and skills settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/inspecting-safeguarding-in-early-years-education-and-skills-settings) and [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance/early-years-foundation-stage).

This document is available to use to support safeguarding in your early years settings, **it is not** to replace your Safeguarding audit and is not meant to be an exhaustive list or standalone document.

Physical environment and visitors to the setting

Areas to review	Y/N	Comments/Actions
<p>The physical environment for children is safe and secure and protects them from harm or the risk of harm.</p> <p>Building security – shared site, access doors, buzzer system, doorbell, doors left open etc</p>		
<p>Identity check including scrutiny of ID badge.</p> <p>The setting carries out reasonable checks (for example, for links with extremism) on, and assesses what will be appropriate supervision of, all visitors who are intending to work with children and/or staff or who may be visiting.</p> <p>Signing in required. The Visitors book includes column requesting organisation from, reason for visit and signing of name.</p> <p>Mobile phone/camera policy & ‘wearable technology’, fire evacuation and DSL information shared on arrival of visitors.</p>		

Child Protection

Areas to review	Y/N	Comments/Actions
<p>Well-developed strategies are in place to keep children safe and to support them in learning how to recognise when they are at risk and how to get help when they need it.</p> <p>Staff understand the importance of considering wider environmental factors that may be present in a child’s life that are a threat to their safety and/or welfare.</p> <p>What to do if there are concerns about a child’s welfare is evident, including peer-on-peer/child-on child abuse, criminal or sexual exploitation, radicalisation and/or extremism or that they have sought additional advice and support ‘What to do if you’re worried a child is being abused’</p>		

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<p>Practitioners are aware of the signs that children may be at risk of harm either within the setting or in the family or wider community outside the setting.</p> <p>When it is appropriate to talk to parents and guardians and when their consent is sought in accordance with OSCB procedures</p>		
<p>Up to date safeguarding policy, complying with current guidance from government and the Oxfordshire Safeguarding Children Board (OSCB) is in place.</p> <p>This is kept under review.</p> <p>Safeguarding and Child protection policy includes a section on:</p> <ul style="list-style-type: none"> • Neglect in the home • Child sexual or criminal exploitation, • Gang activity • Sexual violence and harassment • Domestic abuse • Substance misuse • Forced marriages, • Female genital mutilation - <i>understand their mandatory duty to report to police any known case of female genital mutilation on a girl under the age of 18</i> • Bullying • Safe use of technology, internet, mobile phone, and social media • Staff conduct and behaviour are well understood • The Prevent duty - Home Office training completed online—staff understand the signs that may indicate abuse • The child protection or safeguarding policy reflects the additional barriers that exist when recognising the signs of abuse and neglect of children who have SEND. 		
<p>All staff know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children and learners.</p> <p>All staff have a copy of and understand the written procedures for managing safeguarding allegations/concerns about members of staff and other adults working in the setting.</p> <p>Staff and leadership/committee members know what to</p>		

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<p>do if an allegation is made about an adult.</p> <p>Procedures are in place to handle allegations against members of staff, volunteers, and contractors.</p> <p>Any reports to LADO are documented and the outcome recorded.</p> <p>Registered providers must inform Ofsted ASAP (or within 14 days of allegation) of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises, including actions taken.</p>		
<p>Procedures are in place to handle allegations against other children.</p> <p>In cases of sexual violence and sexual harassment, including online, between children, staff consider what support might be needed for the perpetrators as well as the victims of the abuse.</p>		
<p>Leaders, managers, and staff are alert to signs that children who are missing from education might be at risk of abuse, neglect and/or exploitation.</p> <p>Register of attendance including Non-attendance (Was Not Brought - WNB) records including dates, actions taken by staff and comment on reason for absences.</p> <p>Follow up on non-attendance or reasons for stopping attending takes place in a timely manner.</p> <p><i>It is important to make sure that all staff know what to do, and who to tell, if:</i></p> <ul style="list-style-type: none"> • <i>a child is absent/late.</i> • <i>a child has a changeable or deteriorating pattern of absence or lateness.</i> • <i>a child goes missing from education.</i> • <i>where to turn for advice or support or whom to alert if concerns arise</i> <p><i>Those who are regularly absent or have missed 10 school days or more without permission may be at risk of becoming 'children missing education'.</i></p> <p>Where reasonably possible, the setting holds more than one emergency contact number for each child.</p> <p>In the event that a child is not collected by an authorised adult at the end of a session/day agreed OSCB procedures must be in place.</p> <p>Staff are aware of procedures in the event of a child going missing at, or away from the setting – risks are well</p>		

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<p>understood and their impact minimised. Measures are in place for going on outing.</p>		
<p>Arrangements are in place to support children with SEN or disabilities.</p> <p>Effective promotion of equality / diversity / British Values is in place.</p>		
<p>Staff, leaders, and managers oversee the safe use of electronic devices and social media by staff and children. They take action immediately if they are concerned about bullying or risky behaviours.</p> <p>Staff understand the risks associated with using technology, including social media, of bullying, grooming, exploiting, radicalising, or abusing children.</p> <p>Promoting internet safety including helping children use screens safely is in place. Parents are also supported with this.</p> <p>Appropriate filters and monitoring systems are in place to protect children and learners from potentially harmful online material and to protect systems from cyber-security risks.</p> <p>For more guidance see https://help-for-early-years-providers.education.gov.uk/safeguarding-and-welfare/internet-safety</p>		
<p>At least one practitioner is designated to take lead responsibility for safeguarding children and has attended a child protection training course. This must be a face-to-face OSCB Early Years Designated Lead.</p> <p>Designated members of staff receive safeguarding training every 2 years, and their knowledge and skills are refreshed at regular intervals (at least annually), as set out in in ‘Keeping children safe in education’</p> <p>Designated safeguarding leads act as the main point of contact with the local safeguarding partnership.</p> <p>They, or an appropriately trained deputy, are available during opening hours for staff to discuss safeguarding concerns</p>		
<p>Staff, parents, and visitors are made aware of who the Designated Safeguarding Lead is, what they are responsible for, and the names of any deputies.</p>		
<p>Disclosures from children are recorded and correct agency notified.</p>		

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<p>Concerns are reported to LCSS or MASH in a timely way, with as much details as possible.</p> <p>Ofsted are notified where required.</p> <p>Any record of referrals is retained, actions are followed up promptly and outcome is documented.</p>		
<p>Following any concerns, parent, guardians, and children are supported, protected, and informed appropriately about the action the DSL is taking to share their concerns.</p> <p>Children who may be at risk of abuse or neglect, or who may need support with their mental health are identified.</p>		
<p>Good use of the Early Help Assessment (EHA) is made to provide children and their families with additional support when they need it.</p> <p>The setting understands their role, actions and participation needed where a child or learner is subject to a multi-agency plan and/or is currently receiving, or has been referred by the setting for, services or support from children's social care services,</p> <p>There is evidence that the setting works in partnership with external agencies with the aim of improving the child's situation.</p>		
<p>How many children, on roll, are subject to child in need/child protection/children we care for?</p> <p>Accurate plans are in place that identify the help the child should receive.</p> <p>Action been taken if a professional has further concerns or information to share.</p> <p>Partnership working with other colleagues is in place.</p>		

Suitable People

Areas to review	Y/N	Comments/Actions?
<p>Safe recruitment</p> <p>The leader/manager/committee prevents people who pose a risk of harm from working with children.</p> <p>The leader/manager/committee acts reasonably in making decisions about the suitability of prospective employees.</p>		

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<p>The setting:</p> <ul style="list-style-type: none"> • uses safe recruitment practices for selecting and appointing staff and checking references. • adheres to statutory responsibilities to carry out checks that enable a decision to be taken on the suitability of staff who work with children. • ensures that all DBS certificates are seen, and disclosure numbers and dates received are recorded (including any new checks if there have been changes in the committee) • ensures if an individual is allowed to start work in a regulated activity before their DBS certificate is available, the person is never left in unsupervised contact with children, and that they are in the process of obtaining a DBS certificate for that individual. • ensures staff are told that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children. This is also discussed at ongoing supervision meetings. • have effective systems in place to find out information about whether a person may be disqualified. • takes proportionate decisions on whether to ask for checks beyond those that are required. E.G. An additional criminal records check should also be made for anyone who has lived or worked abroad. • ensures that volunteers are appropriately checked and supervised • makes sure that at least one person on any appointment panel has had safer recruitment training <p>(Review file of most recently recruited staff member to ensure compliance with the above)</p>		
<p>Once appointed, leaders consider staff/volunteers' ongoing suitability in order to prevent the risk of harm to children and learners.</p> <p>Clear induction process for all staff includes safeguarding, child protection, evacuation procedures and health and safety issues is in place. (Review mid-way through probation)</p> <p>Staff and other adults receive regular supervision and support if they are working directly and regularly with children whose safety and welfare are at risk.</p>		
<p>Staff disciplinary records, logs of incidents of discrimination, including racist incidents and how have</p>		

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these been managed and shared with appropriate professionals in a timely and effective manner are recorded.		
The welfare of children and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns is prioritised.		

Supporting Children's behaviour

Areas to review	Y/N	Comments/Actions?
<p>Behaviour management policy is in place and there is clear evidence this is being adhered to.</p> <p>Staff respond with clear boundaries about what is safe and acceptable, and they seek to understand the triggers for children's' behaviour.</p> <p>Staff understand that children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse.</p> <p>Positive behaviour is promoted consistently. Staff use effective de-escalation techniques and creative alternative strategies that are specific to the individual needs of children.</p> <p>Staff have knowledge that no one must not threaten corporal punishment and must not use or threaten any punishment, including restraint, which could adversely affect a child's well-being.</p> <p>Reasonable force, including restraint, is only used in strict accordance with the legislative framework to protect the child and those around them. All incidents are reviewed, recorded, and monitored, and the views of the child are sought and understood. Monitoring of the management of behaviour is effective and the use of any restraint significantly reduces or ceases over time. See further guidance on inspecting the use of restraint and restrictions of liberty.</p>		
Practitioners teach young children the language of feelings, helping them to appropriately develop their emotional literacy (see pages 8 to 9 of the 'Statutory framework for the early years foundation stage', which set out the personal, social, and emotional development area of learning).		
<p>Children feel safe and secure in the setting.</p> <p>Children are confident to approach their key person or seek adult support.</p>		

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Children are protected and know how to get support if they experience bullying, homophobic behaviour, racism, sexism, and other forms of discrimination.		
Any discriminatory behaviours are challenged, and children are helped and supported to treat others with respect ensuring that these behaviours are not normalised and always challenged appropriately.		

Safety

Areas to review	Y/N	Comments/Actions?
<p>Risk assessment is up to date and any additional concerns added and risks minimised.</p> <p>Evacuation procedures are clear and fire drills are recorded.</p> <p>Appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) are in place and checks carried out to ensure alarms work.</p> <p>Fire exits are clearly identifiable and fire doors always free of obstruction and easily opened from the inside.</p> <p>Additional risk assessments are completed for outings where appropriate</p> <p>Practitioners support children to develop their own understanding of these risks and in learning how to keep themselves and others safe.</p> <p>At least one person Paediatric First Aid qualified is on the premises and available at all times when children are present and must accompany children on outings.</p>		

Promoting children’s oral health and care needs effectively

Areas to review	Y/N	Comments/Actions?
<p>An Administering Medication Policy is in place.</p> <p>Medication records including information regarding the child's needs, administering and storage and parental permission are in place.</p> <p>Staff on medication - must ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff members’ ability to look after children properly.</p>		

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Staff medication on the premises is securely stored, and out of reach of children, at all times.		
Oral health is promoted https://help-for-early-years-providers.education.gov.uk/safeguarding-and-welfare/oral-health		
Hygienic space is available for preparing and cooking food. All staff involved in preparing and handling food have received training in food hygiene. Information about children's allergies has been obtained. Staff show an awareness of choking hazards/supervision at mealtimes. Posters about dangers of choking and what to do in the event a child chokes are displayed. Fresh drinking water is available and accessible to children at all times.		
Accident/ incident records are adequately completed and maintained, including signatures from parents. First Aid box is accessible including provision for outings Records of any serious injury have been reported to Ofsted.		

Information and records

Areas to review	Y/N	Comments/Actions?
Records are adequately maintained and stored effectively, maintaining confidentiality and easily accessible. Staff are clear on the procedures for information sharing.		
Settings are expected to make all records available at inspection. If evidence of suitability is not kept on site, inspectors can accept this evidence later during the inspection as long as it is provided before final feedback is given.		

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Other documentation to check

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<p>Information kept includes:</p> <ul style="list-style-type: none"> • contact details of the provider and any other person living or employed on the premises • contact details of anyone else who will regularly be in unsupervised contact with the children • a daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person, names of anyone who has legal responsibility of the child is recorded 		
<p>Information displayed includes:</p> <ul style="list-style-type: none"> • Ofsted registration certificate on display • Public Liability Insurance certificate displayed • Evidence of registration with ICO and GDPR statement for families <p>Clear procedure is in place for complaints: written record of any complaints, including the outcome of the investigation and notification to complainant within 28 days of having received the complaint.</p>		

Partnership with parents

Areas to review	Y/N	Comments/Actions?
<p>All providers except childminders must make copies of policies and procedures available on request for parents including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting.</p>		
<p>Each child is assigned a key person (also a Safeguarding and Welfare requirement 3.27).</p> <p>Parents and/or carers are informed of the name of the key person, and explain their role, when a child starts attending a setting.</p> <p>The key person seeks to engage and support parents and/or carers in guiding their child's development at home.</p>		

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The Key Person helps families engage with more specialist support if appropriate.		
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Changes that must be notified to Ofsted (or Childminder Agency)

Areas to review	Y/N	Comments/Actions?
As the registered provider, you should notify Ofsted of significant events as soon as reasonably possible, and no more than 14 days from when the event happened.		
Where providers are required to notify Ofsted about a change of person except for managers, (see EYFS 3.78 providers must give Ofsted the new person's name, any former names or aliases, date of birth, and home address).		
<p>Ofsted are notified of changes (See EYFS)</p> <p>If there is a change of manager Ofsted have been informed that a new manager has been appointed in advance, where reasonably practicable, but always within 14 days.</p> <p>Committees members complete DBS/EY2 form as a priority on joining the committee Apply to join a nursery or other daycare organisation (EY2) - GOV.UK (www.gov.uk)</p> <p>EY 3 -Ofsted are also informed about other changes to people in governance roles and nominated individuals Report changes to registered people in your nursery or other daycare (EY3) - GOV.UK (www.gov.uk)</p> <p>EY 3 for Childminders - Ofsted have been informed about new people aged 16 or over who live or work in the home you look after children in within 14 days. This includes children who turn 16. Childminders: report new adults in the home - GOV.UK (www.gov.uk) Childminders: tell Ofsted about adults leaving the home - GOV.UK (www.gov.uk)</p> <p>Ofsted are informed about significant events Childcare: significant events to notify Ofsted about - GOV.UK (www.gov.uk) – refer to this for full list</p>		

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