

How do we ensure an open and positive culture of safeguarding in our setting? One that is child centred- putting children first.....

Requirement Sources – EYFS Statutory Guidance 2023 and EY Inspection Handbook 2023	Evidence	Actions [owner/ date/ successful outcome indicators] Page 1
<p>How do you ensure you meet the statutory EYFS requirements? [In particular Section 3 – The safeguarding and welfare requirements] Ratios, qualifications, health requirements... The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.</p>		
<p>Learning and Development Requirements: Emotional safety PSE: Does your setting meet the statutory education programme for PSE? How is this demonstrated in practice? How are children’s individual needs met? How does your setting culture encourage and teach children to ‘know’ how to be safe / take appropriate risks... What is in place in your setting to ensure children are helped and protected to be, and to feel, safe? How do you support their growing confidence?</p>		
<p>PD: Physical health and safety Does the setting meet the UK Chief Medical officers’ physical activity guidelines and well as the education programme requirements? https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report</p>		
<p>How does your setting ensure that practitioners recognise and discuss causes of concern with parents/ carers and agree how best to support the child?</p>		

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
<https://www.gov.uk/government/publications/early-years-inspection-handbook-eif>
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How well do key persons link with relevant expert services to help families and their children? [Early Help / Universal and specialist services / Solihull Safeguarding Childrens Partnership/ SEND support]		https://westmidlands.procedures.org.uk/assets/clients/6/Thresholds_Guidance_25Nov22%20(003)_1.pdf https://www.safeguardingsolihull.org.uk/lscp/multi-agency-procedures-and-practice-guidance/
How well is the child's voice heard in your setting? Are <i>all</i> children included and have their voices heard? When needed how is this used to support involvement with other agencies including the voice of the family ?		Link docs https://www.safeguardingsolihull.org.uk/lscp/multi-agency-procedures-and-practice-guidance/voice-of-the-child/
What is in place to aid well-being during transitions ?		https://www.solgrid.org.uk/eyc/send/transition/ https://www.solgrid.org.uk/eyc/wp-content/uploads/sites/31/2020/07/Emotional-wellbeing-during-transition.pdf
What training have staff accessed to ensure children are kept safe and healthy? ..and children feel safe and secure?		
How has your behaviour policy been developed, reviewed, applied and adapted to meet children's needs?		EYFS Managing children's behaviour. 3.53.+
How do you ensure staff feel safe and well and their voices are heard?		
Does everyone feel that your environment is welcoming, safe and stimulating? How do you check this out?		
The safeguarding and welfare requirements Children learn best when they have positive relationships with the adults caring for them. How does your organisation, your routines, and key person approach support this effectively?		https://learning.nspcc.org.uk/safeguarding-self-assessment-tool

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<p>Child protection: DSL- the setting has a safeguarding lead with appropriate training (refreshed annually) as recommended by Solihull Safeguarding Children Partnership? All staff in the setting know who the safeguarding lead is and <i>their</i> role and the DSL's role in safeguarding children?</p>		<p>https://www.safeguardingsolihull.org.uk/lscp/lscp-training/</p>
<p>The DSL has regular reflective supervision to ensure they fulfil their role and for support. What is the impact of this?</p>		
<p>There are safeguarding policy and procedures which consistently understood and followed. How is the understanding of this monitored.?</p>		
<p>All staff members know the action to be taken when there are safeguarding concerns about a child – how do you know staff have an attitude of 'it could happen here'</p>		
<p>How are staff kept up to date on the identification of safeguarding issues?</p>		<p>EYFS Statutory Guidance 3.6 page 22</p>
<p>In the event of an allegation being made against a member of staff- how do you know that your setting procedure would be consistently applied? How do you ensure staff will 'speak out' if they have a concern.?</p>		
<p>There is a consistently applied policy on the use of mobile phones, cameras and other devices in the setting... how do you know/?</p>		

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How does the setting protect children from harm on-line ?		https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations
What is your setting code of conduct with employees, their behaviour, and their use of social media / online / phone contact with parents / children...		
Safe recruitment - suitability of all adults who have contact with children...working/ living in setting including a cleaner etc What systems are in place to ensure anyone in regular contact (especially unsupervised) with children is suitable? E.g. criminal record checks/ DBS/ disqualification, pre-recruitment google check, reference checks etc		https://learning.nspcc.org.uk/safeguarding-child-protection/safer-recruitment and KCSiE part 3.
Induction and supervision: Does your induction and supervision programme support practitioners to understand their roles and responsibilities and their ongoing development? How do you know? How do you foster understanding of the settings procedures for all staff? What would I see to demonstrate that you foster a culture of mutual support, teamwork and continuous improvement including the confidential discussion of sensitive issues?		3.21+ EYFS
Staff know that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children – how do you check this out?		CM 3.17 EYFS
Health and safety What do staff do to ensure they are safe to care for children and the environment is safe?		EYFS health and safety sections.

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Do you have an emergency plan ? What does it contain and how was it formed and communicated to ensure it can be effectively applied?		https://www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings
How do you ensure there are sufficient staff present who have a current paediatric first aid certificate? Is your procedure for existing injuries and accidents consistently applied-how do you know?		EYFS 3.25, 3.51
The right people are notified when there are significant incidents – see settings emergency procedure. Ofsted, MASH, LADO, Social Workers in Children’s- in correct LA, DBS (Inc. Dismissal as child put at risk of harm) etc		https://www.youtube.com/watch?v=DQFP0Fd2aDc What to tell Ofsted?
What is your approach to challenge and reflection to ensure safeguarding policies, systems and processes are kept under continuous review ?		
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3.6. Providers must train all staff to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. Training made available by the provider must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include: • significant changes in children's behaviour • deterioration in children's general well-being • unexplained bruising, marks or signs of possible abuse or neglect • children's comments which give cause for concern • any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) female genital mutilation and/or • inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images

3.7. Providers must have regard to the government's statutory guidance 'Working Together to Safeguard Children' and to the 'Prevent duty guidance for England and Wales'. All schools are required to have regard to the government's concerns about children's safety or welfare, they must notify agencies with 'Keeping Children Safe in Education' statutory guidance, and other childcare providers may also find it helpful to refer to this guidance. If providers have statutory responsibilities without delay. This means the local children's social care services and, in emergencies, the police.

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