**Preparing for your registration visit**

**Child protection**

1. What does safeguarding children mean?
2. What information will you need to gain from parents before you start caring for a child? How will you ensure that information remains confidential?
3. How will you keep children safe indoors, outdoors and on outings? How will you enable children to become independent and still keep themselves safe?
4. What are the possible signs/symptoms of child abuse or neglect? What would you do if you suspected a child was being abused? Who should you contact/share this information with?
5. What will be in your complaints policy? What would you do if an allegation was made against you personally, a member of your household, or your service? How will you share your complaints policy and other policies and procedures with parents and carers?
6. How will you ensure children are never left alone with adults who have not been cleared/vetted, such as visitors to your setting/home?

**Suitable people**

1. What vetting procedures will you use when recruiting staff/assistants to work with children to make sure they are suitable to do so? (If applicable)
2. Consider who lives or works on premises where childcare will take place. Have they all had a Criminal Records Bureau check if they need one? Do you need to keep a list of these people?
3. Do you drink alcohol? If so, how much do you drink each week? Do you think that drinking alcohol would affect your ability to care for children? Where do you store alcohol? How will you prevent children from accessing it?
4. Do you take any medication? If so, what for? Do you think that taking this medication would affect your ability to care for children? If so, what other issues do you need to consider to ensure that you are able to meet children’s needs? How will you make all medication inaccessible to children?

**Staff qualifications, training, support and skills**

1. Have you completed a paediatric first aid course?
2. What experience and qualifications, if applicable, do you and/or your staff have in relation to care and learning for children, especially in relation to children in the EYFS age range? If you are applying to be a childminder, when will you complete your training course?

**Key person**

1. How will you find out about individual children’s needs?

**Staff:child ratios – all providers (including childminders)**

1. What adult:child ratios apply to the service you are applying to be registered for? How will you ensure these ratios are maintained?
2. If you are a childminder registering on the Early Years Register and the Childcare Register, how do the staffing arrangements differ for each register and how will you manage this if you work with any assistants?
3. Will you be offering overnight care? If so, how will you organise this?

**Health**

1. What would you do if a child arrived with an injury or an infection? How will you store and administer medication?
2. What food and drink do you intend to provide? How will you manage this? How will you support children with allergies and/or specific dietary requirements? How will you know what these are?
3. How will you develop children’s understanding about healthy eating and the importance of exercise and fresh air?

**Managing behaviour**

1. How will you manage children’s behaviour? How will this be agreed with parents? Is a written policy needed for this?
2. How will you encourage children to make good relationships with adults and their peers? How will you enable children to learn about valuing each other and understanding and respecting other cultures and beliefs?

**Safety and suitability of premises, environment and equipment**

1. If you have visitors to your setting/home or members of your family who wish to smoke when children are present, how will you ensure you maintain a smoke-free environment? What messages about smoking do you need to give to children?
2. How will you meet the requirement to complete and maintain a risk assessment for your setting?
3. How would this differ if you were going on an outing? What should be covered in the risk assessment? Should the risk assessment be recorded, if so how do you intend doing this?
4. What resources and equipment do you know you will need to meet the individual needs of children?
5. How do you aim to prevent a fire on your premises? What plans will you put in place to ensure children’s safety in the event of a fire, or any other situation that requires the immediate evacuation of the premises?
6. How will you make sure you meet the space requirements? How will you take into account the needs of children with special needs, such as a physical disability?

**Special educational needs**

1. How will you meet the Special Educational Needs of any child in your setting?

**Information and records**

1. What do you regard as a significant event about which you would need to inform Ofsted? How would you contact us?
2. What events, if any, do you need to inform us about and how would you do this?
3. What is your understanding of what you need to do in respect of notifying us about changes to your premises?
4. What documents will you need to have in place? Why are they important? Have you prepared any of these?
5. If you are applying to be registered on both the Early Years Register and Childcare Register, have you considered if there are any differences between the requirements of the two registers? If so, how might this apply to your service?

**Learning and development requirements**

1. Name the seven areas of learning. For each area of learning, can you give an example of a play activity for a very young child and a four-year-old that would support their learning and development?
2. How will you support a child for whom English is an additional language, but who has a good understanding of English and speaks English well?
3. How will you support a child and their family who have very little understanding of spoken English? How will you communicate with the child and their parents?
4. What will you consider when planning a suitable environment for children?
5. What might a typical day be like? How will you plan activities to ensure you meet the needs of the children if they are different ages, such as a baby under 12 months, a two-year-old and a four-year-old?
6. How will you work in partnership with parents/carers, other providers and agencies involved in each child’s life? For example, a child who goes to a nursery and a childminder; or a child who goes to a childminder and a pre-school and is also receiving speech and language therapy?
7. How will you ensure all the children continue to be challenged, interested and excited about the activities you plan?
8. What can children gain from outdoor activities and how will this feature in your routine?
9. What will you do to promote children’s enjoyment of books?

**Assessment**

1. How will you observe and make records of children’s development? How will you use these records for the benefit of children? What will you share with parents?
2. How will you evaluate the success of the activities you plan for the children?
3. What sources of evidence might you have to record children’s progress and be able to show parents what their child has achieved during their time with you including the progress check at age two?
4. How will you know that children are progressing in their learning and development and how will you use this knowledge to plan for their further development?