

Inspecting Safeguarding in early years Education and Skills Settings (2016)

A tool to support us to ensure that we meet the statutory requirements of the above document

Key questions /Indicators – taken from Inspecting safeguarding in Early Years 23 August 2016	Yes	No – what further development	Area of Location/evidence
The signs of successful safeguarding arrangements			
Those who are able to communicate know how to complain and understand the process for doing so	yes		<i>Introduce stories Introduce people who help us and that children can go to these people for help Discuss at circle time</i>
There is a strong, robust and proactive response from adults working with children and learners that reduces risk of harm or actual harm.	yes		Evidence from completed welfare concerns forms
Adults working with them know and understand the indicators that may suggest that a child, young person or vulnerable adult is suffering or is at risk of suffering abuse, neglect or harm and they take the appropriate and necessary action in accordance with local procedures and statutory guidance.	yes		Annual training, magazines, closed face book page to share concerns, regular supervisions, room leader meetings
Leaders and managers have put in place effective child protection and staff behaviour policies that are well understood by everyone in the setting	yes		Staff behaviour policies are included in staff handbook and each month the company newsletter will focus on one of them.
All staff and other adults working within the setting are clear about procedures where they are concerned about the safety of a child or learner.	yes		Clear flow chart for what to do, re-issued each year at training, in staff room, given at induction, on wall in staff room – <i>competency framework checks that staff understand the procedures</i>
There is a named and designated lead who is enabled to play an effective role in pursuing concerns and protecting children and learners	yes		manager, deputy and MD Sam Faulkner is able to support and lead if necessary
Children and learners can identify a trusted adult with whom they can communicate about any concerns. They report that adults listen to them and take their concerns seriously. Where children or learners have been or are at risk, the trusted adult has been instrumental in helping them to be safe in accordance with agreed local procedures.	yes		Excellent key person system in place and the children's voice is embedded into everything we do

Inspecting Safeguarding in early years Education and Skills Settings (2016)

Children who are unable to share their concerns, for example babies and very young children, form strong attachments to those who care for them through the effective implementation of the key person system	yes		Excellent key person system in place and the children's voice is embedded into everything we do
Written records are made in an appropriate and timely way and are held securely where adults working with children or learners are concerned about their safety or welfare. Those records are shared appropriately and, where necessary, with consent	yes		See Child protection folder
Any child protection and/or safeguarding concerns are shared immediately with the relevant local authority. Where the concern is about suspected harm or risk of harm to a child, the referral should be made to the local authority for the area where the child lives.	yes		We have made several referrals, see folder of evidence
Where the concern is an allegation about a member of staff in a setting, or another type of safeguarding issue affecting children and young people in a setting, the matter should be referred to the local authority in which the setting is located.	yes		LADO are very approachable and are easy to chat to for advice.
A record of that referral is retained and there is evidence that any agreed action following the referral has been taken promptly to protect the child or learner from further harm.	Yes		<i>See Child protection folder</i>
There is evidence, where applicable, that staff have an understanding of when to make referrals when there are issues concerning sexual exploitation, radicalisation and/or extremism or that they have sought additional advice and support.	yes		Role play scenarios at staff training
Children and learners are supported, protected and informed appropriately about the action the adult is taking to share their concerns. Parents are made aware of concerns and their consent is sought in accordance with local procedures unless doing so would increase the risk of harm to a child.	yes		Excellent relationship with parents

Inspecting Safeguarding in early years Education and Skills Settings (2016)

<p>There is a written plan in place that has clear and agreed procedures to protect a child. For children who are the subject of a child in need plan or child protection plan or who are looked after, the plan identifies the help that the child should receive and the action to be taken if a professional working with the child has further concerns or information to report</p>	<p>Yes</p>		<p>See child protection folder, are working with 2 families at present</p>
<p>In relation to early years settings, providers are aware of and implement the requirements of the 'Statutory framework for the Early Years Foundation Stage' when children go missing while in the care of the provider.</p>	<p>Yes</p>		<p>All rooms complete an absence form and identify any concerns. Manager follows up with a call, a visit and if no contact then a referral to LA</p>
<p>Children and learners are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.</p>			
<p>Adults understand the risks posed by adults or learners who use technology, including the internet, to bully, groom, radicalise or abuse children or learners.</p>	<p>Yes</p>		<p>Video clips posted on closed facebook page Info in company newsletters Covered each year at safeguarding training Company owner is a CEOPS TUK ambassador and <i>some staff have attended TUK training.</i></p>
<p>They have well-developed strategies in place to keep children and learners safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe. Leaders oversee the safe use of technology when children and learners are in their care and take action immediately if they are concerned about bullying or children's well-being</p>	<p>yes</p>		<p><i>Children have received internet safety sessions in OOS and staff use e-books and talk about it during circle time.</i></p>
<p>Leaders of early years' settings implement the required policies with regard to the safe use of mobile phones and cameras in settings.</p>	<p>yes</p>		<p>Also includes wearable devices and notice asking parents not to use.</p>

Inspecting Safeguarding in early years Education and Skills Settings (2016)

Leaders and staff make clear risk assessments and respond consistently to protect children and learners while enabling them to take age-appropriate and reasonable risks as part of their growth and development	yes		Updated each year and reflected as and needed. Staff very good at introducing risks
Children and learners feel secure and, where they may present risky behaviours, they experience positive support from all staff. Babies and young children demonstrate their emotional security through the attachments they form with those who look after them and through their physical and emotional well-being.	Yes		Strong key person system
Staff respond with clear boundaries about what is safe and acceptable and they seek to understand the triggers for children's and learners' behaviour. They develop effective responses as a team and review those responses to assess their impact, taking into account the views and experiences of the child or learner.	yes		Half termly room meetings allow staff team to reflect and adapt to meet children's needs
Positive behaviour is promoted consistently. Staff use effective de-escalation techniques and creative alternative strategies that are specific to the individual needs of children and learners	yes		Policy reviewed and delivered in full staff training, copy sent to parents and amended in policies and procedures
Reasonable force, including restraint, is only used in strict accordance with the legislative framework to protect the child and learner and those around them. All incidents are reviewed, recorded and monitored and the views of the child or learner are sought and understood	Yes		Clear policy and expectation,
Monitoring of the management of behaviour is effective and the use of any restraint significantly reduces or ceases over time.	yes		ABC charts and record behaviours so patterns can be identified.
Staff and volunteers working with children and learners are carefully selected and vetted according to statutory requirements. There is monitoring to prevent unsuitable people from being recruited and having the opportunity to harm children or learners or place them at risk.	Yes		Recruitment is robust

Inspecting Safeguarding in early years Education and Skills Settings (2016)

<p>There are clear and effective arrangements for staff development and training in respect of the protection and care of children and learners. Staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk.</p>	<p>Yes</p>		<p>Annual training Educare training External courses Company newsletter Magazines Closed Facebook page with safeguarding article posted.</p>
<p>The physical environment for babies, children and learners is safe and secure and protects them from harm or the risk of harm.</p>	<p>yes</p>		
<p>All staff and carers have a copy of and understand the written procedures for managing allegations of harm to a child or learner.</p>	<p>yes</p>		<p>Emailed out when they start, are given a paper copy. Re-issued paper copy when do training, on Facebook page in staff room, in rooms and talked about at staff meetings.</p>
<p>They 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>yes</p>		<p>Emailed out when they start, are given a paper copy. Re-issued paper copy when do training, on Facebook page in staff room, in rooms and talked about at staff meetings</p>

Inspecting Safeguarding in early years Education and Skills Settings (2016)

Inspecting How effectively leaders create a safeguarding culture in the setting			
Leaders, governors and supervisory bodies (where appropriate) fulfil statutory requirements, such as those for disability, safeguarding, recruitment and health and safety	Yes		See safeguarding and welfare requirements audit
child protection and staff behaviour policies and procedures are in place and regularly reviewed to keep all children and learner's safe	yes		Last updated August 2016 and reviewed by all staff at training October 2016
staff, leaders and managers recognise that children and young people are capable of abusing their peers and this risk is covered adequately in the child protection policy	yes		<i>Discussed at last training October 2016, added to policy</i>
the child protection policy reflects the additional barriers that exist when recognising the signs of abuse and neglect of children who have special educational needs and/or disabilities	yes		Is included in the safeguarding policy
children and learners feel safe	Yes		Evidence can be seen in the rooms
staff, leaders, governors and supervisory bodies (where appropriate) and volunteers receive appropriate training on safeguarding at induction, that is updated regularly. In addition, they receive information (for example, via emails, e-bulletins and newsletters) on safeguarding and child protection at least annually. They demonstrate knowledge of their responsibilities relating to the protection of children, young people and vulnerable adults	Yes		Annual training Educare training External courses Company newsletter Magazines Closed Facebook page with safeguarding article posted
staff are supported to have a good awareness of the signs that a child or learner is being neglected or abused, as described in 'What to do if you're worried a child is being abused'	yes		Document is available in the staff room, is included in staff training and on Facebook page
there is a designated senior member of staff in charge of safeguarding arrangements who has been trained to the appropriate level and understands their responsibilities relating to the protection of children, young people and vulnerable adults and the safeguarding of all learners	yes		3 senior managers and owner and business manager so always someone in the setting
the setting identifies children or learners who may be at risk	yes		

Inspecting Safeguarding in early years Education and Skills Settings (2016)

appropriate action is taken when children and learners stop attending the setting or do not attend regularly;	yes		See above
action is taken to ensure that children are taught about safeguarding risks, including online risks	yes		See above
there is a clear approach to implementing the Prevent duty and keeping children and learners safe from the dangers of radicalisation and extremism	yes		All staff have completed training and asked about it during safeguarding competency meetings
the setting takes effective action to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people and homophobic and racist language	yes		If staff challenge parents, they inform the manager. If it is against staff, they use the whistle blowing policy
children and learners are able to understand, respond to and calculate risk effectively, for example risks associated with child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism, and are aware of the support available to them	yes		School children have sessions with TUL trainer
staff, leaders and managers understand the risks posed by adults or young people who use the internet to bully, groom or abuse children, young people and vulnerable adults; there are well-developed strategies in place to keep learners safe and to support them in learning how to keep themselves safe	yes		
teachers understand their mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18	yes		Staff have all received training and discussed at last staff training
staff, leaders and managers oversee the safe use of electronic and social media by staff and learners and take action immediately if they are concerned about bullying or risky behaviours	yes		
appropriate filters and monitoring systems are in place to protect learners from potentially harmful online material	yes		Children have a different log-in to staff
appropriate arrangements are made with regards to health and safety to protect staff and learners from harm	Yes		See health and safety book and any concerns dealt with by maintenance man
the setting's premises provide a safe learning environment with secure access	yes		

Inspecting Safeguarding in early years Education and Skills Settings (2016)

Inspecting arrangements for staff recruitment and vetting			
During early years' inspections, inspectors will check that the provider is able to produce evidence of suitability of relevant staff and adults.	Yes		Bottom draw in the office and check list that will show all staff have had an interview, peer observation, references, dbs, ID checks and right to work in the UK
Inspectors should also check the setting's policy and procedures for visitors	Yes		<i>All visitors sign in and wear a lanyard to identify they are a visitor.</i>
For specified early or later years' childcare, inspectors are not expected to make enquiries as to whether any member of staff is disqualified. However, inspectors should ascertain that the provider or school knows their legal obligations and has effective systems in place to find out information about whether a <i>person may be disqualified</i>			
Where an early years setting, school or college has recruited volunteers who are not checked, inspectors should explore with senior leaders and governors how the registered provider or school has reached this decision	Yes		<i>Volunteers go through the same process as staff in relation to checks. They have a volunteer contract, and induction.</i>

Inspecting Safeguarding in early years Education and Skills Settings (2016)

Inspecting the quality of safeguarding practice			
Inspectors should look for evidence that the early years setting, school or college is implementing its safeguarding policy and processes effectively and keeping them under review	Yes		Reflect when new legislation comes out. For example, this document, changes have been made to the policy.
As well as ensuring that children and learners are safeguarded while on the premises, the setting should be proactive about anticipating and managing risks that children and learners face in the wider community	Yes		Children have regular outings and learn how to stay safe
Where a child is currently receiving services or support from children's social care services and is subject to a multi-agency plan, inspectors should explore the role, actions and participation of the early years setting, school or further education and skills provider in working in partnership with external agencies regarding any concerns.	Yes		See child protection folder
Inspecting arrangements for handling serious incidents and allegations			
On all inspections, the lead inspector must check whether there have been any safeguarding incidents or allegations since the last inspection that have either been resolved or that are ongoing	Yes		See child protection and complaints folder
whether the early years setting, school or further education and skills provider has responded in a timely and appropriate way to concerns or allegations	Yes		We always report even if we are not sure
how effectively the early years setting, school or further education and skills provider has worked in partnership with external agencies regarding any concerns.	Yes		Work with CC, social services, outreach worker. Have attended case conferences, provided information to court.