**Safeguarding Responsibilities for Registered Childminders**

**Self-Evaluation**

|  |  |
| --- | --- |
| Name of setting |  |
| Name of person completing the self-evaluation and their role |  |

This evaluation tool supports childminders in reviewing safeguarding policy and practice in their setting. It is intended to be used to reflect on current practice and to support ongoing evaluation and development. It is therefore important that the user focuses on evidence and the impact of policies and procedures, rather than simply having them in place, for the tool to be effective, and best practice would be to complete the evaluation as honestly as possible to identify areas for development.

|  |  |  |  |
| --- | --- | --- | --- |
| **What are we looking for?** | **Note** | **Evidence** | **What do we need to do?** |
| **Policies** |  |  |  |
| I have a Safeguarding and child Protection policy which describes my approach to safeguarding and child protection. | Does your policy make a distinction between wider safeguarding concerns and child protection concerns which require referral to statutory services? Please see the Levels of Need threshold guidance for more information. |  |  |
| My Safeguarding and child protection policy has been reviewed within the last 12 months. There is a review date on the policy. |  |  |  |
| My Safeguarding and child protection policy is in line with current local authority and Worcestershire Safeguarding Children Partnership guidance, and the current Early Years Foundation Stage Statutory Framework |  |  |  |
| My Safeguarding and child protection policy is personalised. | Templates can be useful but cannot truly represent the practice of the setting, so should be personalised, for example with details of safeguarding leads, internet provider, referral pathways and so on. |  |  |
| My Safeguarding and child protection policy addresses the use of mobile phones, cameras, and other hand-held devices.  |  |  |  |
| The Safeguarding and child protection policy is accessible to all adults working in the setting, to visitors and to parents. | Is it truly accessible to everyone, e.g., those whose first language is not English? |  |  |
| My Safeguarding and child protection policy is aligned with other policies. | Where polices are separate, do they make references to associated policies. |  |  |
| **Date of evaluation** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Premises and security** |  |  |  |
| Car parking and entry to the site is safe. | Consider the experience of children and families arriving at your setting (and leaving), is it easy to manage for those with small children?What about staff and visitors? |  |  |
| My registration certificate, public liability insurance, and complaints procedure is displayed within parent view. |  |  |  |
| Entrances are locked and controlled. | So that visitors are greeted and checked, and children cannot exit alone. |  |  |
| There are agreements with neighbours and/or landlords over access to boundaries, hedges/fences e.g., to carry out maintenance work. |  |  |  |
| I complete daily checks, e.g., outdoors, kitchen, bathroom areas. Risk assessments are in place in relation to specific issues I feel are important. This includes potential risks from running business from a home i.e., garden, pets, and general maintenance. |  |  |  |
| All visitors are asked to sign in (and out) and ID is checked. |  |  |  |
| Visitors are advised about the setting mobile phone/electronic device policy. |  |  |  |
| The setting’s internet service is provided by a fully accredited SP and accredited filtering is in place. |  |  |  |
| There are robust arrangements in place for the receiving and handing over children at the start and end of the day, including procedures for registration and the arrival of those who are later or earlier than expected. |  |  |  |
| There is a policy and procedure for both missing and uncollected children |  |  |  |
| **Date of evaluation** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Safer working practices** |  |  |  |
| Ratio and qualification requirements are always met. |  |  |  |
| I adhere to a professional code of conduct. | This considers how you present self on social media.  |  |  |
| There are clear expectations on use of personal devices within the setting. | E.g., using personal phones to record observations. Do you delete photos after a certain time period? |  |  |
| Policies and procedures are evaluated after incidents. |  |  |  |
| Do have a procedure to follow if there was an emergency whilst you were alone with the children?Have you considered how you would deal with an aggressive parent at drop off and collection times? |  |  |  |
| How do you manage intimate care of children, e.g., nappy changing when caring for a number of children? |  |  |  |
| There is appropriate equipment for intimate care procedures and for feeding and sleeping. |  |  |  |
| I hold a current paediatric first aid certificate. |  |  |  |
| There is appropriate first aid equipment which is regularly checked. |  |  |  |
| There is an appropriate policy and procedure for dealing with children who are ill or infectious.  | Including handling bodily fluids and exclusion from the setting. |  |  |
| There is an appropriate policy and procedure for the administration of medicines. | Procedures and records should include permission for specific medicines and dosage at specific times, and records of the administration of this, along with parent/carer final signature.  |  |  |
| Sleeping children are monitored effectively. | Are they within sight or hearing? How often are they checked? Is this recorded? |  |  |
| There are adequate toilets and hand basins, along with adaptive equipment if required, and children are appropriately supervised. | How do you know the provision is adequate? Can children use the toilet as soon as they need to?The level of supervision will be dependent on the age and development of the individual children. |  |  |
| **Date of evaluation** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Children’s safety and wellbeing** |  |  |  |
| Children are safe and well cared for in the setting. | How do you know? Do they seem happy, confident, and engaged in activities? Are they happy to approach staff when they are upset |  |  |
| An effective key person system is implemented. | Is it effective? How do you know? |  |  |
| My Safeguarding and child protection policy and practice includes consideration of how to support children’s mental health. |  |  |  |
| Children are within sight or hearing at all times. |  |  |  |
| I am alert to issues of concern in children’s lives. |  |  |  |
| There are rigorous systems in place for the prompt follow up of any absence from the setting. | Do you seek attendance information when children are attending other settings? |  |  |
| The setting ensures that children are aware of behaviour towards them that is not acceptable and how they can keep themselves and others safe. | Consider helping children keep themselves safe both in the setting and beyond, e.g. setting rules, challenge behaviour that is unacceptable, talk about the ‘pants rule’, what is a real friend, and so on. |  |  |
| I have received appropriate training for work with children with complex and challenging needs, including behaviour management. |  |  |  |
| I recognise that unwanted and challenging behaviour can be a result of adverse childhood experiences. |  |  |  |
| There are appropriate risk assessments in place for children with complex and challenging needs. |  |  |  |
| The setting actively involves other professionals as appropriate. |  |  |  |
| I work alongside any other settings the child attends. We have regular discussions about the child’s development and needs. |  |  |  |
| Children have Individual Education Plans where appropriate. |  |  |  |
| Looked after children have a Personal Education Plan. |  |  |  |
| **Date of evaluation** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **What are we looking for?****Safer practices for babies** | **Note** | **Evidence** | **What do we need to do?** |
| Equipment | All equipment offered to babies meets all necessary safety checks and follow all manufacturers guidance with any products used. |  |  |
| Safer sleeping  | Clear flat spaces for sleeping provided.Recommended temperature is between 16-20 degrees, thermometer is places in sleep room.Cots not placed next to working radiators or direct sunlight.Do not use cot bumpers.No soft toysNo pillows or duvetSleeping in feet to foot position at bottom of cot.Babies sleeping on backs.Any blankets are firmly tucked in.Sleeping bags are well fitted, weight checked to ensure appropriate size is offered. |  |  |
| Car seats | Babies removed from car seat upon arrival and placed into cot if sleeping. |  |  |
| Using baby bouncers | Babies always supervised.Not suitable for sleeping.Limit time to 20-30 min maxBouncers used on flat stable floor.If the baby can sit up unaided, then the baby bouncer or swing is no longer safe.Do not exceed weight. Do not feed while in bouncer |  |  |
| Using highchairs | All straps are checked and in good working order.All straps are altered to fit the size of child.The base of the highchair is sturdy.Babies are not left unattended. |  |  |
| Feeding/solids | Babies are adequately supervised during meals.Before a baby/child is admitted to the setting, you must obtain information about any special dietary requirements, preferences, and food allergies that the child has, and any special health requirements.Food safety for under 5’s is followed.[Food safety - Help for early years providers - GOV.UK (education.gov.uk)](https://help-for-early-years-providers.education.gov.uk/safeguarding-and-welfare/food-safety) |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Continuous professional development for those working in the setting** |  |  |  |
| Any assistants complete an induction process, which includes safeguarding training level 2. The induction process is recorded. |  |  |  |
| As DSL I have completed level 3 training within the last 2 years. |  |  |  |
| As a **registered** **NEF** childminder, I have completed operation encompass training,  | My families are aware, this I share at settling in session and I display the poster? |  |  |
| I regularly review my safeguarding procedures and keep myself informed through reading, attending DSL network meetings and sharing best practice with other childminders. |  |  |  |
| Dates of training and certificates are easily accessible, and I have a training plan. |  |  |  |
| Training is evaluated. | How do you do this? Do you look for the impact of training? What are you doing differently? |  |  |
| My Safeguarding and child protection policy and procedures include the duty to implement the Prevent Strategy. |  |  |  |
| I have completed Prevent training  | How do you promote British values as part of this strategy? |  |  |
| I have completed training or CPD on specific safeguarding issues:* Child sexual exploitation (GET SAFE)
* Female Genital Mutilation
* The impact of domestic violence and abuse on children
* Adverse childhood experiences
* Grooming
 | This can be part of the recommended training at level 2 or 3 or sought elsewhere. i.e., through NSPCC website.This is not mandatory training but those working with children should have an awareness.It is important to be able to articulate and explain these issues/concepts and say how you would identify and report them? |  |  |
| I have a good understanding of the safeguarding threats prevalent in my local area. | It is good practice to look at serious case reviews and local safeguarding websites to understand safeguarding themes. |  |  |
| Any assistants have regular supervision meetings and safeguarding concerns, progress with specific issues, etc, are included in the discussion. |  |  |  |
| As DSL I have a support who I can discuss my role to safeguard with.  |  |  |  |
| **Date of evaluation** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Roles and responsibilities** |  |  |  |
| I understand my duty to challenge decisions which I deem not be in the best interests of the child. |  |  |  |
| I am able to identify concerns and know how to report them. |  |  |  |
| I understand what constitutes an allegation and the process to follow if an allegation is made against me. | Is this procedure written in your Safeguarding and child protection policy? |  |  |
| I am clear of my role as DSL. |  |  |  |
| All concerns have been discussed with parents/carers in the first instance (unless to do so would impede a police or social care investigation or place the child at further risk, in which case a referral should be made to children’s social care). | Concerns should always be discussed with parents/carers as soon as possible unless there is good reason not to. Think of these as powerful conversations, not difficult ones, and a process of enquiry not an accusation. |  |  |
| **Date of evaluation** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Record keeping** |  |  |  |
| The setting records the following information for each child:* Full name
* Date of birth
* Name and address of every parent and carer known to the setting.
* Information about those who have parental responsibility.
* Who the child normally lives with
* Emergency contact details
 | Finding out about a child’s home life, who has responsibility for them, who they live with etc., is not ‘nosy’, but an example of professional curiosity which helps safeguard children. |  |  |
| There is a record of all safeguarding concerns. |  |  |  |
| Children’s records are separate (from other children’s records and their other records, e.g. their development files). | Files should be separate in order to control access. |  |  |
| Records contain sufficient detail to enable the DSL to make informed decisions and take appropriate action. | Is there enough descriptive information which describes the care and condition of the child. Watch out for words like ‘inappropriate’, ‘unusual’, ‘inadequate’. Is the impact on the child described? What about the ‘child’s voice’?Good record keeping results in good responses. |  |  |
| Files are cross referenced, e.g., the development file has a ‘flag’ which indicates a safeguarding file. |  |  |  |
| Safeguarding files are available in the setting but kept securely and access restricted. |  |  |  |
| Blank forms are available to all adults working in the setting. |  |  |  |
| Safeguarding files include all relevant information. | Chronology, concerns forms, copies of referrals, notes from phone calls, etc. |  |  |
| Chronologies are used. |  |  |  |
| Safeguarding records are shared with other settings the child attends. Procedures are followed regarding the transfer of files to new settings, which are in line with recommended safeguarding practice and data protection requirements. |  |  |  |
| Archived files are kept until the child’s 26th birthday. |  |  |  |
| Incidents are reported to Ofsted in line with the requirements of the EYFS |  |  |  |
| **Date of evaluation** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Recruitment and staffing** |  |  |  |
| Are you aware of safer recruitment procedures if looking to employ an assistant? | It is important to recognise safer recruitment is also concerned with staff once employed. Ensuring they follow procedures and work to a professional standard. |  |  |
| All relevant checks (e.g. DBS/barred lists, references) have been made for family members. | It is important to be conscious of family members turning 16 as they will need a DBS. Also, anyone moving in to the household i.e. partners. |  |  |
| A record is kept of the DBS check, right to work, qualifications, training completed, references, and so on. |  |  |  |
| There is a complaints policy made available to all parents. |  |  |  |
| **Date of evaluation** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Website** |  |  |  |
| The setting website includes:* Safeguarding tab
* Statement of the setting’s ethos and values
* Safeguarding/child protection policy
* Support for parents, e.g. online safety guidance
* Other associated policies such as behaviour, complaints, and so on
 |  |  |  |
| The setting has appropriate procedures in place to ensure that any images of children used within publications, publicity, on web sites are appropriate and are only used where full parental consent has been obtained. |  |  |  |
| **Date of evaluation** |  |  |  |