Setting name: ____________________
Date Completed: ____________________

ELCC Team use: (Developed June 2016
Review December 2016)
### Standard 1 - Staff Responsibilities and Competencies

<table>
<thead>
<tr>
<th>Standard</th>
<th>Examples of evidence that may be in place:</th>
<th>Evidence in place:</th>
<th>Actions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>Applications are judged around the person specification.</td>
<td></td>
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<tr>
<td></td>
<td>Is there a clear recruitment procedure and policy in place?</td>
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<tr>
<td></td>
<td>Are clear roles and responsibilities in place?</td>
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<td></td>
<td>Where are jobs advertised?</td>
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<td></td>
<td>Are providers aware of the DBS responsibilities?</td>
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<td></td>
<td>Are job descriptions in place? Do they include as a specific responsibility: ‘responsibilities to safeguard children and to promote the outcome within ECM’ in the roles and responsibilities/job specification?</td>
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<td></td>
<td>Are staff aware of the 2015 Threshold of need?</td>
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<td></td>
<td>Have any staff accessed the ‘Early Help’ training?</td>
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<tr>
<td></td>
<td>Have any staff accessed Domestic Violence training?</td>
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<td></td>
<td>Give regard to Safer working practices, Keeping Children safe in Education 2015.</td>
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<td></td>
<td>How do you support children’s emotional wellbeing? Are they using the emotional environments audit? Wellbeing and involvement scales?</td>
<td></td>
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<tr>
<td>1b</td>
<td>Contracted organisations have and implement clear written recruitment and selection procedures for all staff and volunteers who work directly with children. These need to include exploring a candidate’s attitude to children and acceptable behaviour and that they can clearly identify and define the key core responsibilities and required competencies to:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Be able to identify and report child abuse</td>
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<td></td>
<td>• Be able to identify and refer on children in need or at risk</td>
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</table>

### 1a

- All settings employing staff and volunteers with direct and unsupervised access to children have statements within staff job descriptions and person specifications that recognise responsibilities around child protection and improvements in outcomes for children.

### 1b

- Contracted organisations have and implement clear written recruitment and selection procedures for all staff and volunteers who work directly with children. These need to include exploring a candidate’s attitude to children and acceptable behaviour and that they can clearly identify and define the key core responsibilities and required competencies to:
  - Be able to identify and report child abuse
  - Be able to identify and refer on children in need or at risk

- Is there a clear recruitment and selection procedure in place?
- Do interview questions include a safeguarding scenario?
- Do 2 managers interview?
- Does a probationary period happen?
- Does the Induction checklist include all policies/ procedures and all required information as noted in EYFS 2014?
- Do all staff/ parents sign each policy once read and keep own copy?
- Is the OFSTED/ LADO poster displayed?
- Does the staff application form include explanation for any gaps in work history/ space to disclose if the applicant’s child or any child living with them is subject to CP proceedings?
- Are all policies including safeguarding shared with parents and signed?
- High or Low staff turnover?
- How are parents informed of any changes to policies?
- Does the setting have a policy of the month?
- Are staff familiar with the EYFS Safeguarding
and Welfare requirements?
- Are parents made aware of the non mobile bruising protocol as they start? Are staff confident to follow this?
- Have any staff accessed training about: CSE, FGM, Domestic Violence, neglect, Impact of Poverty, Hidden Males, fabricated illnesses?
- Has the lead for Safeguarding accessed designated training that is additional to the 6 hour course?
- Do managers reflect on SCR and use the lessons learned to influence practice?

| EYFS Safeguarding and Welfare requirements: | 3.4, 3.5, 3.6, 3.7, |

### Standard 2 - Safer Recruitment and Selection

<table>
<thead>
<tr>
<th>Standard</th>
<th>Examples of evidence that may be in place:</th>
<th>Evidence in place</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a</td>
<td>All setting managers ensure that all staff and volunteers with direct and unsupervised access to children are effectively selected and vetted to ensure inappropriate employees do not gain access to children in their work. Setting manager ensures written procedures for vetting the physical and mental suitability of all staff, students and volunteers.</td>
<td>Does the setting liaise with a company re employment law/ liaise with the business support team? Links with ACAS?</td>
<td></td>
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<tr>
<td>2b</td>
<td>Employees should undertake a specific induction period.</td>
<td>Do managers have the 2015 Disqualification guidance on site?</td>
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<tr>
<td></td>
<td>- Does a probationary period happen?</td>
<td>- Does a probationary period happen?</td>
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<td></td>
<td>- Are Induction checklists in place for staff and students including safeguarding, and all policies?</td>
<td>- Are Induction checklists in place for staff and students including safeguarding, and all policies?</td>
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<tr>
<td></td>
<td>- Do staff have access to regular meetings with the managers to receive coaching on their effectiveness?</td>
<td>- Do staff have access to regular meetings with the managers to receive coaching on their effectiveness?</td>
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<tr>
<td></td>
<td>- Is there a clear recruitment and selection procedure in place?</td>
<td>- Is there a clear recruitment and selection procedure in place?</td>
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<td></td>
<td>- Is the policy file well organised and clear to follow?</td>
<td>- Is the policy file well organised and clear to follow?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2c</th>
<th>Managers are aware of the recommendations made through ‘Towards Safer Care’ and ‘Working Together to Safeguard Children 2015’ and related guidance and legislation and ensure that as part of their induction into their role, read and understand the reporting processes and procedures detailed in ‘Working Together to Safeguard Children’.</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>- Are copies of documents and legislation-flowchart displayed in the room and in C. Protection file?</td>
<td>- Are copies of documents and legislation-flowchart displayed in the room and in C. Protection file?</td>
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<td></td>
<td>- How many staff are safeguarding trained externally?</td>
<td>- How many staff are safeguarding trained externally?</td>
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<td>- Are on the spot safeguarding questions asked/staff questionnaires used?</td>
<td>- Are on the spot safeguarding questions asked/staff questionnaires used?</td>
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<td>- Does the Induction checklist include s/g?</td>
<td>- Does the Induction checklist include s/g?</td>
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<td>- Are certificates kept as staff access s/g training?</td>
<td>- Are certificates kept as staff access s/g training?</td>
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<td>- Is there a training matrix in place to oversee all mandatory training has taken place?</td>
<td>- Is there a training matrix in place to oversee all mandatory training has taken place?</td>
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<td></td>
<td>- Do regular appraisals/ supervision meetings take place to identify training needs?</td>
<td>- Do regular appraisals/ supervision meetings take place to identify training needs?</td>
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<td></td>
<td>- Are peer observations completed with all staff observing each other using positive interaction checklists to support?</td>
<td>- Are peer observations completed with all staff observing each other using positive interaction checklists to support?</td>
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<tr>
<td></td>
<td>- Does the manager oversee the peer observation feedback?</td>
<td>- Does the manager oversee the peer observation feedback?</td>
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<td></td>
<td>- Is there a staff code of conduct in place? Is it signed? Does it include use of mobile phones? Social Networking? Professional boundaries?</td>
<td>- Is there a staff code of conduct in place? Is it signed? Does it include use of mobile phones? Social Networking? Professional boundaries?</td>
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<td>- Are minutes kept from staff meetings? Is safeguarding a regular agenda item?</td>
<td>- Are minutes kept from staff meetings? Is safeguarding a regular agenda item?</td>
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<td></td>
<td>- Do managers ask questions on the spot as they walk through the nursery?</td>
<td>- Do managers ask questions on the spot as they walk through the nursery?</td>
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<tr>
<td></td>
<td>- Who is the Child protection officer?</td>
<td>- Who is the Child protection officer?</td>
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<td></td>
<td>- Is the Child Protection officer confident to support all staff to become familiar with the document and the settings procedure?</td>
<td>- Is the Child Protection officer confident to support all staff to become familiar with the document and the settings procedure?</td>
</tr>
<tr>
<td></td>
<td>- Is ‘Working Together to Safeguard Children 2015’ referenced in the safeguarding policy and whistleblowing policy?</td>
<td>- Is ‘Working Together to Safeguard Children 2015’ referenced in the safeguarding policy and whistleblowing policy?</td>
</tr>
<tr>
<td></td>
<td>- Are staff aware of their responsibilities under the ‘Safeguarding Vulnerable groups act’</td>
<td>- Are staff aware of their responsibilities under the ‘Safeguarding Vulnerable groups act’</td>
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<tr>
<td>Section</td>
<td>Text</td>
<td>Notes</td>
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</table>
| 2d      | All personnel responsible for recruitment and selection will receive the appropriate training in order to identify recruits with the core skills required. | • Is there a training matrix in place?  
• Are certificates on site?  
• Are there opportunities for staff to receive internal support at staff meetings?  
• Have managers accessed safer recruitment training?  
• Do Yearly appraisals document training needs and is an action plan developed to address these needs?  
• Do peer observations take place to support the manager to delegate strengths appropriately and identify training needs?  
• Are proof of qualifications kept on site?  
• Is there a safer working practice policy in place? Does it include statements on physical contact, personal care, home visiting/ babysitting statement etc?  
• Are all staff’s most recent qualifications kept on site? |
| 2e      | All personnel including regular visitors and volunteers with access to children must undergo the appropriate level check with the Disclosure and Barring Service. | • Are DBS completed and are numbers kept on site for DBS?  
• Are Visitors badges in place?  
• Are staff badges/ uniform in place? Are they easily recognisable?  
• Do visitor’s sign in and out? Does the signing in book document which staff member has checked each visitor’s ID? |
| 2f      | Two references are received and good practice should dictate that these are verbally checked for each member of staff or volunteer. | • Is the interview process documented?  
• All practitioners have job descriptions and clearly defined roles, a contract and staffing handbook.  
• Does the job advert include a safeguarding statement and a requirement to have an enhanced disclosure?  
• Does the application form include space for 2 full professional reference contact details, health declaration?  
• Are they ensuring that they are following up with last employer?  
• Are references followed up verbally? Is this documented?  
• Do 2 managers interview each candidate?  
• Are clear Job roles and responsibilities and specifications in place?  
• Are contracts signed by staff?  
• Is there a telephone log of follow up of references documenting who was contacted, date, time, any further discussions that took place, any follow up required? Is this kept in individual files for each staff member? |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Examples of evidence that may be in place:</th>
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</thead>
<tbody>
<tr>
<td>3a</td>
<td>All managers will ensure that there are an adequate number of sufficiently trained, experienced people in the organisation to work safely and effectively to protect children and improve outcomes.</td>
<td>• Is there a training matrix in place? • Do staff sign in each morning? • How many staff are f.aid How often reviewed? / S/g trained? • Is the manager super numary so can be used on ratios if needed? What systems are in place for staff sickness? • Do parents sign children in and out each morning? Does the setting keep a log of who brought and collected children each day? • Do staff sign in each room to ensure ratios are clearly met and that it is clear who was in the room at what time? • How do staff support children with SEN/2 year funded children LAC children etc? • Staff ratios. • Are managers aware of the content of the qualifications and at what level that can be classed as if not completed Maths/ English? Give regard to Safer working practices.</td>
<td></td>
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<tr>
<td>3b</td>
<td>All personnel will understand the balance between data protection and information sharing where there is a concern about child abuse.</td>
<td>• Are confidentiality statements signed at induction? • How many staff have accessed Safeguarding Training? • Is there a sharing data policy in place? Does it make links to safeguarding? • Is there secure storage is in place? • Are computers password protected? • Have any staff accessed the information sharing training? • Does the data protection policy including</td>
<td></td>
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</table>
safe storage of information about children, Staff and families? Does it link to relevant legislation and the Information Commissioners Office regulatory body?

- Are staff familiar with the Information Commissioners Office regulatory body?
- Is it clear as children start with parents/carers how any child protection concerns would be dealt with and the procedure for this?
<table>
<thead>
<tr>
<th>3c</th>
<th>Employees undertake a specified induction period.</th>
<th>See 2B</th>
</tr>
</thead>
<tbody>
<tr>
<td>3d</td>
<td>All personnel should understand the need for accurate casework record keeping where there are concerns for the safety and well being of a particular child as described in ‘What to do …’</td>
<td>How many staff have accessed s/g training? How often is this reviewed? Do staff feed back at staff meetings re any changes as they access s/g training? Is this documented? Do regular meeting with managers/ Child Protection lead take place to ensure staff can access support? Have all staff and families have read and signed s/g policy? Is the document available on site? Are Chronologies in place? Are all staff aware of the WSCB Website? How many CLA/ LAC children attend? Have you accessed the training?</td>
</tr>
<tr>
<td>3e</td>
<td>Training needs around child protection and improving outcomes for children are identified and implemented. All personnel with direct access to children should receive regular approved training on child protection issues and reporting processes at least once every three years. Staff and volunteers should also participate in WSCB training as required.</td>
<td>Is safeguarding training accessed by staff? How often? Is Internal support given via regular meetings/on the spot questions? Are meeting minutes kept on site? Is S/g is a regular agenda item at each staff meeting? Are staff aware of their responsibilities under the Prevent duties? Is there opportunities for the S/G lead to support any questions from staff?</td>
</tr>
<tr>
<td>3f</td>
<td>All personnel with direct access to children should have an understanding of the Early Help Framework (Previously Common Assessment Framework) and what their role is in assessment processes either as part of induction or ongoing training.</td>
<td>How many staff have accessed Early Help training? Is this shared in staff meetings? Do staff regularly attend Early Help (Previously CAF) meetings/initiate Early Help (Previously CAFs)?</td>
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<tr>
<td>3g</td>
<td>Setting managers will be aware of any shortfall between training needs and training received and are able to demonstrate planned activities to reduce the gap and evaluate the outcomes.</td>
<td>How often do appraisals/ supervisions take place? Do staff complete their own targets before the meeting and then an then is an action plan developed with the managers? How often is this reviewed? Do supervisions focus on the impact that the staff member is having on outcomes for children? Are Peer observations embedded? Does this support the identification of training needs? Is there a training matrix in place that identifies mandatory training and refresher dates?</td>
</tr>
<tr>
<td>3h</td>
<td>All setting managers will ensure that their annual appraisal processes include a review of each worker’s skills, competencies and knowledge around child protection issues and processes. Each appraisal will lead to a training plan to fill any gaps identified.</td>
<td>Is appraisal documentation kept on site? Does this include actions for each staff member? How does the Registered Person challenge the manager to tackle under performance?</td>
</tr>
</tbody>
</table>
Standard 4 - Social Networking sites

In Department of Schools and Families 2009, it states: Indicators of possible sexual exploitation can include:
- Possible inappropriate use of the internet and forming relationships, particularly with adults, via the internet

More information can be gained by accessing (CEOP) www.ceop.gov.uk

<table>
<thead>
<tr>
<th>Standard</th>
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<th>Evidence in place:</th>
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</thead>
</table>
| 4a       | Managers will ensure the settings have policies in place regarding Internet access and code of conduct. This includes not providing personal details to clients via social networking sites. Ensure personal/professional boundaries are not crossed. | - Is there a mobile phone/ internet and social networking policy in place? Have these been shared with parents and are they signed by all staff?  
- If Children have access how is this monitored? Is permission gained prior?  
- Do discussion take place in staff meetings?  
- Is there a safer working practice policy in place? Does this include statements on physical contact, personal care, home visiting, babysitting statement etc?  
- Give regard to Safer working practices.  
- Have any staff accessed 2015 CSE training? | |
| 4b       | Staff need to ensure good observation skills to ensure that computers are used appropriately. | - Is this discussed at induction/ Staff meetings?  
- Is there internet access for children? How is this monitored? Is permission gained first?  
- How are mobile phones stored throughout the day? Can they be accessed at breaks?  
- Is there a contact number that can be used in emergencies? | |
| 4c       | Staff aware of CEOP and the use of the ‘click CEOP’ button on Social Networking sites | - Has information been shared with families?  
- Do managers have discussions with staff (CEOP)/ share info with parents regarding e safety? | |

EYFS Safeguarding and Welfare requirements:

Standard 5 - Accountability

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<tr>
<th>Standard</th>
<th>Examples of evidence that may be in place:</th>
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</table>
| 5a       | All settings will have a clear accountability structure to ensure that all personnel understand their place in their organisation for work on safeguarding and promoting the welfare of children and how they receive support and guidance in this work. | - Is there an organisation structure in place?  
- Are staff roles and responsibilities clear/ displayed for staff and parents?  
- Is the complaints procedure clearly displayed? | |

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<table>
<thead>
<tr>
<th>5b</th>
<th>Staff and volunteers will understand their individual responsibilities for the safety of children as well as their personal accountability through their line management and to any professional regulatory body.</th>
</tr>
</thead>
</table>
| | • Are room leaders also in place?  
• Is the OFSTED poster displayed?  
• Are managers aware of their notification requirements?  
• Do Induction/supervision take place and are records kept?  
• Is the OFSTED/LADO details displayed for parents?  
• Are the documents clear for investigation complaints internally?  
• Are mangers aware of their responsibilities to liaise with LADO, OFSTED, ICO and DBS?  
• Are staff aware of the Inspecting safeguarding in early years, education and skills settings document?  
• Do Induction /supervision take place and are records kept?  
• Is the OFSTED/LADO details displayed for parents?  
• Are the documents clear for investigation complaints internally?  
• Do staff meetings take place/ are their coaching opportunities? Peer observations?  
• Is the whistleblowing policy displayed?  
• How often do staff have access to supervision? |
| 5c | All personnel who come into direct and unsupervised contact with children in need can access regular supervision on an individual basis and can access further support when required, in accordance with good practice. |
| | • Do regular supervisions take place? Is evidence kept? Are action plans in place and monitored?  
• Do staff meetings take place/ are their coaching opportunities?  
• Is the whistleblowing policy displayed?  
• How often do staff have access to supervision? |
| 5d | All settings have systems in place to enable and support staff and volunteers to report concerns about a child’s welfare to managers and supervisors. |
| | • Is the S/G policy in place/ detailed and signed by staff and parents? Does it include the signs of abuse, up to date contact numbers, reference to legislation, Early Help, an explanation of the action to be taken in the event of an allegation being made against a member of staff and cover mobile phones and cameras etc?  
• Is the Whistleblowing policy in place/ detailed etc?  
• Are records of complaints kept? How many complaints?  
• Is there a S/G lead practitioner in place? Are they confident to support all staff re the policy and procedure? Are all staff aware of who the lead is and is this displayed for parents?  
• Who monitors on entry accidents? Accident forms etc?  
• Is documentation clear/ well organised?  
• How is attendance monitored?  
• Are staff aware of the escalation policy? |
| 5e | All settings have processes and procedures in place to enable ‘whistleblowing’ on both individuals and organisations where there are concerns that children may be at risk from harm. |
| | • Is the whistleblowing policy in place and displayed? Does it include Allegations against adults who work with children?  
• Do staff sign it?  
• Is it discussed at staff meetings?  
• Is the LADO leaflet available/ displayed?  
• Are managers familiar with referral procedures? Have they liaised with LADO in the past?  
• Are the Whistleblowing procedures clear?  
• Has LADO training been accessed/ Managers event LADO session?  
• Are managers familiar with referral procedures? Have they liaised with LADO in the past?  
• Are the Whistleblowing procedures clear?  
• Has LADO training been accessed/ Managers event LADO session? |
| 5f | The manager ensures that all personnel have a regular appraisal or performance review that includes their competency in work, which allows access to children. |
| | • SEE 3i ABOVE.  
• How often are targets reviewed?  
• Is there a clear disciplinary procedure in place? |
| 5g | The manager accepts its responsibility to investigate personnel where there is a concern that they do not have the necessary competencies for work with access to children. Appropriate investigative procedures should lead to appropriate action and referral to the Local Authority Social Care Services and Local Authority Designated Officer. |
| | • Are managers familiar with referral procedures? Have they liaised with LADO in the past?  
• Are the Whistleblowing procedures clear?  
• Has LADO training been accessed/ Managers event LADO session? |

**EYFS Safeguarding and Welfare requirements:**
3.8, 3.77, 3.78, 3.74, 3.75

**Standard 6 - Diversity**

| Standard | Examples of evidence that may be in place: | Evidence in place: | Actions: |
| 6a | All settings have a Diversity and Disability Policy and personnel understand the implications of the policy in contributing to improved outcomes for ALL children. | • Is there a Diversity, Disability and Equal Opportunities policies all in place and signed by staff?  
• Do policies include all service users including visitors?  
• Who is the named SENCo? Do they attend SENCo events, training, IPMs etc?  
Give regard to Equality Act 2010, Data Protection Act, Information Commissions office, DDA, SEND COP 2014  
• How do you monitor progress of all vulnerable groups? Are staff aware of which groups are more likely to fall behind?  
• Do you have any children with medical needs? Are R Assessments/ care plans in place? Has the insurance company been made aware? Is the SEN team aware of the children’s needs? |
|---|---|---|
| 6b | All managers will ensure that all personnel are aware of diversity, equal opportunities issues in policy and in practice and have the necessary skills and strategies to provide an anti-discriminatory service. | • Have staff accessed diversity training?  
• Is there an anti Bullying policy in place and is it signed by all staff?  
• Who’s the equal opps lead on site.  
• Are all staff aware of their responsibilities under Prevent duties? How do you promote British Values? Do staff see the links with Safeguarding? |
| 6c | All settings keep records of disability, ethnicity and gender so that they can demonstrate that their practices are non-discriminatory. Exceptions to this may be appropriate for separate boys or girls activities or for religious or other groups where exclusivity can be demonstrated to be necessary. | • Is there evidence of disability, ethnicity and gender on admission forms?  
• Are SEND registers kept and are they up to date?  
• Is the SEND policy up to date in line with 2014 COP?  
• Who is the SENCO? Are IPMs attended regularly?  
• Do staff complete a equal opportunities monitoring form as they start employment? |

**EYFS Safeguarding and Welfare requirements:**  
3.1, 3.67, 3.58

**Standard 7 - Equality Impact**
### Standard 8 - Safer Working Practices

All partner organisations have processes and procedures in place to ensure that staff and volunteers with access to children have knowledge, understanding and training in order to establish and maintain safe working relationships with children.

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<tbody>
<tr>
<td>8a</td>
<td>All setting managers will ensure that there is written guidance available to all personnel on safer working practices with children and that all personnel are familiar with these. Guidance may include statements on professional boundaries, appropriate physical contact, home visiting, outdoor education, etc.</td>
<td>• Is there evidence of disability, ethnicity and gender on admission forms?</td>
<td>• Is Parental responsibility and legal contact captured on admission forms?</td>
</tr>
</tbody>
</table>

**EYFS Safeguarding and Welfare requirements:**
3.67, 3.58
| 8b     | All settings providing site-based services to children offer safe physical environments that offer personal space appropriate to the child’s age and development; that offer personal safety and security for the child that respects their dignity. | • Is there a record of physical intervention in place?  
• Give regard to Safer working practices.  
• Are risk assessments completed daily in each room and outdoors?  
• Are they signed by who completed them and overseen by managers?  
• Who is the H and S lead?  
• Are yearly risk assessments completed also?  
• How often are fire alarms tested?  
• How often do fire evacuations take place? Is this procedure clear? Is this documented? What do staff take out with them? What about the baby room and non mobile children procedure?  
• Look at changing arrangements does this respect dignity and safeguard staff?  
• Public liability insurance carried out. |
| 8c     | All setting managers have processes and procedures in place to both assess and manage risk with regard to children. This includes risk to children from access to physical environments, equipment and particular activities. | AS ABOVE  
• Are medication forms in place documenting when last dosage was given?  
• Is medication is overseen and administered by 2 staff members?  
• Infectious diseases audits completed?  
• How are these documents stored?  
• How are accident forms monitored and patterns identified?  
• Is there a toy cleaning rota in place and documents kept?  
• Is there a smoking alcohol and drugs policy?  
• Is there an up to date uncollected child policy?  
• Is the sick child policy up to date? Do the setting give regard to the Infectious diseases advice?  
• Who oversees the first aid boxes?  
• Are safe sleep logs in place? Is the safe sleep guidance used? Is this shared with families?  
• How do you share safety messages with families? Safety tip of the month from NSPCC, RoSPA, CAPT etc?  
• Smoking policy including ecigs in place?  
• Who measured that spaces? Are managers aware of the space requirements?  

**EYFS Safeguarding and Welfare requirements:**  
3.19.3.44.3.45.3.46.3.65.3.66.3.52.3.53.3.54.3.55.3.56.3.57.3.64.3.62.3.63.3.50.3.51.3.59.3.60.3.47.3.48.3.49.  

**Standard 9 - Allegations against staff and volunteers**

The LADO procedures against Adults who work with children procedures:

- Behaved in a way that has harmed or may have harmed a child
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children  
[http://wiganlscb.com/Allegations_against_staff_or_v.asp](http://wiganlscb.com/Allegations_against_staff_or_v.asp)
### Standard 9a
**Examples of evidence that may be in place:**
- Is there a clear complaints procedure and process of reporting in place?
- Is the complaints file well organised?
- Are records of complaints kept for 3 years as a minimum? (How many complaints?)
- Is the complaints policy displayed?
- Is the LADO Poster/OFSTED poster displayed?
- Is the whistleblowing procedure clear?
- Is there a clear line of accountability.
- All complaints are kept on file for the recommended period of one inspection to the next (Minimum of 3 years).
- Give regard to Safer working practices,, Independent Safeguarding officer, LADO, WSCB

### Actions:
- Is there a clear complaints procedure and process of reporting in place?
- Is the complaints file well organised?
- Are records of complaints kept for 3 years as a minimum? (How many complaints?)
- Is the complaints policy displayed?
- Is the LADO Poster/OFSTED poster displayed?
- Is the whistleblowing procedure clear?
- Is there a clear line of accountability.
- All complaints are kept on file for the recommended period of one inspection to the next (Minimum of 3 years).
- Give regard to Safer working practices,, Independent Safeguarding officer, LADO, WSCB

### Standard 9b
**Examples of evidence that may be in place:**
- Who is the named lead?

### Actions:
- Who is the named lead?

### Standard 9c
**Examples of evidence that may be in place:**
- Is there a clear procedure in place?
- (How often is this reviewed? Is it displayed?)

### Actions:
- Is there a clear procedure in place?
- (How often is this reviewed? Is it displayed?)

### Standard 9d
**Examples of evidence that may be in place:**
- Are staff familiar with referral process to LADO?
- Are contact details up to date on all policies?
- Have staff accessed the s/g training in the past?
- Are staff familiar with Disclosure and Barring Service requirements?

### Actions:
- Are staff familiar with referral process to LADO?
- Are contact details up to date on all policies?
- Have staff accessed the s/g training in the past?
- Are staff familiar with Disclosure and Barring Service requirements?

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### EYFS Safeguarding and Welfare requirements:

#### 3.8

### Standard 10 - Confidentiality and Information Sharing

<table>
<thead>
<tr>
<th>Standard</th>
<th>Examples of evidence that may be in place:</th>
<th>Evidence in place</th>
<th>Actions:</th>
</tr>
</thead>
</table>
| 10a | In line with the Data Protection Act 1998 all settings will keep confidential any information on a child or young person and his or her family that is of a personal and sensitive nature (Working Together). However, where there is concern about a child’s welfare, there will be a clear understanding of what information can be shared. | - Is there secure locked storage used for all confidential information?  
- Has training been accessed?  
- Is there a data protection/Information sharing policy in place that includes safe storage of information about children, Staff and families?  
- Is the protocol for sharing information documented in the s/g policy? Linked to 2015 guidance?  
- Are the computers/files password protected?  
- Are staff familiar with the Information Commissioner’s Office website/registration re data protection?  
- Give regard to Data Protection Act, Information Commissions office, DDA | | |
| 10b | To have arrangements in place to work effectively with other organisations to safeguard and promote the welfare of children including arrangements for sharing information. | • Is the protocol for sharing information documented in the s/g policy?  
• Is this discussed regularly at staff meetings?  
• Have Early Help have been initiated on site?  
• Have staff accessed training? |
| 10c | To ensure that staff and volunteers understand their duty to share information even without user consent where there are Child Protection concerns. | • Is this clear in the Child Protection policy?  
• Is this discussed at Induction?  
• Is it discussed regularly at staff meetings?  
• How many staff have accessed safeguarding training? |
| 10d | To have written guidance readily available to staff and volunteers on the keeping or accurate and up to date client records together with a statement about confidentiality. | • Are confidentiality statements in place and signed by all staff and students? |
| 10e | To have a statement on the security of personal records. | • Is there a data protection/ Information sharing policy in place? Does this include how personal records are kept- use of password protected computers, images of children etc?  
• Is there a designated nursery camera? How is this stored? Monitored?  
• Does the data protection policy include information around safe storage of information about Staff and families?  
• Are parents informed regarding data submitted to LA? EYPP details shared? How? |
| 10f | The setting will demonstrate where a young person’s case records are transferred on when the child moves placements in line with the Children Act 1989 Section 1.159 (if applicable)  
All staff and volunteers are aware of professional boundaries and not sharing personal information with clients, i.e. their home address, child’s school, etc. | • Is this included at induction discussions? Staff meetings? Are records kept?  
• Is the social media policy up to date and shared with all staff and parents?  
• Is the confidentiality policy signed by all staff?  
• Is there a staff Code of conduct and is it signed by all staff? |
| 10g | Individual case decisions are informed by the views of children and families | **EYFS Safeguarding and Welfare requirements:**  
3.61, 3.68, 3.69, 3.70, 3.71, 3.72, 3.73. |

**Standard 11 – Use of Image Capturing Devices**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Examples of evidence that may be in place:</th>
<th>Evidence in place:</th>
<th>Actions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11a</td>
<td>The settings will ensure that staff members and volunteers obtain written consent from parents/carers BEFORE taking photographs/video recordings of children and young people</td>
<td>• Are consents collated and kept on site? Is the purpose explained? Give regard to Safer working practices,</td>
<td></td>
</tr>
</tbody>
</table>
| 11b      | The setting will require staff members/volunteers to place all image recording devices, i.e. cameras, video cameras, mobile phones **I** watches into safe storage prior to starting work. The staff member will not be permitted to access such devices during working hours. | • How are mobile phones stored? Can they be accessed securely at break times?  
• Is the mobile phone policy up to date and signed by all staff?  
• Are parents aware that they can’t use mobile phones etc in nursery?  
• Is the policy up to date and signed and understood by all staff? |         |
The setting will provide facilities for staff members/volunteers to receive emergency telephone calls during working hours. Can a Land line be used in emergencies?

**EYFS Safeguarding and Welfare requirements:**
3.4.

**Example action plan to be developed following completion of the safeguarding audit:**

**Setting:**

<table>
<thead>
<tr>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Developed by:</td>
</tr>
</tbody>
</table>

**Area we want to improve: Safeguarding**

<table>
<thead>
<tr>
<th>What has got to be done?</th>
<th>Who</th>
<th>With</th>
<th>When</th>
<th>£</th>
<th>Monitoring Who/What</th>
<th>What will the end look like?</th>
<th>What evidence will there be to see?</th>
<th>How will it be evaluated?</th>
</tr>
</thead>
</table>

**Outcome**

<table>
<thead>
<tr>
<th>Impact</th>
<th>Next steps</th>
</tr>
</thead>
</table>

**Useful Links:**

- www.rospa.com
- www.capt.org.uk
- www.nspcc.org.uk/preventing-abuse/keeping-children-safe/