# W: Safety and suitability of premises, environment, and equipment – group and school-based providers

## What do I need to know?

- Legal Framework
  - The Health and Safety (First-Aid) Regulations 1981
  - The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995
- Health and Safety at Work etc. Act 1974
- The Management of Health and Safety at Work Regulations 1999
- The Electricity at Work Regulations 1989
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995
- The Control of Substances Hazardous to Health (Amendment) Regulations 2004
- The Manual Handling Operations Regulations 1992
- The Health and Safety (Display Screen Equipment) Regulations 1992
- The Regulatory Reform (Fire Safety) Order 2005
- The Fire Precautions (Workplace) Regulations 1997
- The Health and Safety (First-Aid) Regulations 1981
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995
- EYFS statutory framework for group and school-based providers (pages 39, paragraphs 3.78 – 3.95)

| Accident or injury (page 54 of audit) | Things to consider and discuss: |
|---|---|
| Do you **ensure** a first aid box is accessible at all times with appropriate content for use with children? | • Where do you keep your first aid kit? How do you ensure the first aid kit is easily accessible? Does everyone know where to find it?<br>• Do you have portable first aid kits for outings? How do you ensure all staff take a portable first aid kit with them when not on-site?<br>• What procedures are in place to ensure first aid kits are regularly checked for contents and returned to allocated storage space? How do you know what should be in your first aid kit to meet Health and Safety Regulations?<br>• How do you ensure there is always a member of staff on-site with a current paediatric first aid (PFA) certificate?<br>• How do you ensure that on outings there is always a member of staff with a current PFA certificate?<br>• How do you know staff's PFA certificates meet the requirements of the Statutory framework for the EYFS, Annex A? Do staff renew their PFA certificate every three years? Do all newly qualified entrants (at level 2 and, or Level 3, qualified on or after 30 June 2016) have a full PFA or emergency PFA certificate to be counted in ratios?<br>• What are your contingency plans if a staff member with a current PFA certificate isn't available? |
| Do you **ensure** you keep a written record of accidents or injuries and first aid treatment? | • How do you record any accidents, injuries, or potential concerns?<br>• What information do you record following the administration of first aid treatment? Is this sufficient information?<br>• How soon do you complete the record of an accident, injury or first aid treatment?<br>• Where are written records kept? Are they easily accessible to all staff requiring access, including staff on outings? How are they kept safe and secure?<br>• How often do you analyse your records for recurring accidents and endeavour to prevent them? If this frequent enough? Do you need to risk assess any outcomes from your analysis?<br>• How do you use these records to ensure staff know when to refer concerns about a child's welfare and safety? |

| Accident or injury (page 54 of audit) | Things to consider and discuss: |
|---|---|
| Do you **ensure** you inform parents and, or carers of any accident or injury sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given? | • How do you ensure emergency contact details are accessible to staff if they are required to contact parents and, or carers if a child has had an accident or injury?<br>• How do you ensure emergency details are accessible to staff when on outings?<br>• How do you ensure emergency contact details are up to date at all times?<br>• How do you inform parents of any injury sustained and any treatment given in a timely manner?<br>• How could you prove that parents and, or carers have been notified of an accident or injury?<br>• How long should you retain accident records?<br>• How do you ensure your staff know who to contact if a child is injured and when to refer<br>• concerns about a child's welfare and safety? |
| Do you **ensure** you notify Ofsted or the agency with which a provider of CoDP is registered of any serious accident, illness or injury to, or death of, any child while in your care, and of the action taken?<br>Do you **ensure** notification is made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring?<br>**Are you aware a registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence?** | • Do you have clear policies & procedures to follow in the event of any serious accident, illness to, or death of, any child while in your care, and of the action taken? What are these procedures? How do you know this is implemented?<br>• Are you familiar with your duty to notify Ofsted or agency with which you are registered of any serious accident, illness to, or death of, any child while in your care, and of the action taken as soon as is reasonably practicable, but in any event within 14 days of the incident? Do you know when you would notify these agencies? |
| Do you **ensure** you notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care and that you must act on any advice from those agencies? | • Are you familiar with the current procedures on how to notify Ofsted and local child protection agencies with which you are registered?<br>• Do you act upon advice given from these agencies? Have you kept a record?<br>• When would you need to inform your insurance provider of any serious accident, illness, or injury to, or death of any child in your care?<br>When would you need to complete a RIDDOR? |

## Useful links and further help:

Report a serious childcare incident
Childcare: reporting children's accidents and injuries
First aid at work - your questions answered
Basic advice on first aid at work
Selecting a first-aid training provider: A guide for employers
First aid in schools
The Royal Society for the Prevention of Accidents - RoSPA
Managing risks and risk assessment at work
HSE- Guidance on RIDDOR completion
Children's Continuing Care Team
Children's Specialist Nursing Services - Derbyshire Local Offer

| Safety of premises (page 55 of audit) | Things to think about |
|---|---|
| Do you **ensure** that your premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises? | • What does 'fit for purpose' mean?<br>• What would make your premises NOT fit for purpose and unsuitable for the ages of the children cared for?<br>• How do you know the activities and equipment you provide are fit for purpose?<br>• How do you know that the activities and resources you provide are suitable for the ages of the children cared for?<br>• Are you aware of the manufacturers' guidance on the use of each piece of equipment? |
| Do you **ensure** you comply with requirements of health and safety legislation (including fire safety and hygiene requirements)? | • Are both indoor and outdoor environments checked daily? Who is responsible for this? How do you know the checks are being done effectively?<br>• Who would you contact in the event of there being an incident or emergency regarding the premises? Is this information readily available to all staff and do they know about it?<br>• When did you last access and read the relevant health and safety legislation?<br>• How do you know you meet these requirements?<br>• Have you shared policies & procedures to ensure all staff know how to comply with health and safety legislation? What are they? How do you know they are implemented?<br>• Do your health and safety policies consider:<br>• risk assessments<br>• manual handling<br>• Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR) events<br>• Fire safety and fire risk assessment<br>• Emergency evacuation and other emergency procedures<br>• Control of substances hazardous to health (COSHH Regulations)<br>• Individual rooms<br>• Outings and, or outdoor space<br>• Maintenance and repairs<br>• Personal safety<br>• Inventory<br>• Festivals and decorations<br>• Critical incidents |

| Safety of premises (page 55 of audit) | Things to think about |
|---|---|
| ***Continued from previous table:***<br><br>Do you **ensure** you comply with requirements of health and safety legislation (including fire safety and hygiene requirements)? | ***Continued from previous table:***<br><br>• When would you follow RIDDOR and COSHH procedures? How do you ensure you staff know what these procedures are?<br>• What are the risks in your provision? How do you manage risk?<br>• Do staff who handle food attend regular food safety training? How often is this? How do you know this meets the requirements of your local district council's environmental health department?<br>• How do you disseminate food safety information to your whole team?<br>• How do you know food is always prepared hygienically and stored safely?<br>• When might you need to put additional health and hygiene measures in place? Are you prepared for this?<br>• How does your induction training ensure that all staff know and understand health and safety policies and procedures?<br>• How do your staffing arrangements ensure the safety of children at all times?<br>• Do you ensure you have accident and injury logs? How do you ensure these are competed? How often do you monitor these records? How does the monitoring of these records impact upon practice?<br>• Do you have emergency contact details for parents and, or carers, and staff are readily available? Do all staff know where they are stored? Can they access them in an emergency?<br>• How do you ensure that the premises are secure so that children do not leave unaccompanied or that adults enter uninvited?<br>• How do you ensure children are appropriately supervised in both the inside and outside environments?<br>• How do you ensure children remain safe from the harmful effects of sun exposure or severe weather conditions?<br>• How do you ensure stringent hygiene procedures are implemented to meet health and safety requirements?<br>• How do you ensure you keep up-to-date with the latest recommendations from the Environmental Health Department and Health Authority?<br>• What opportunities do children have which help them to learn about safety and good hygiene procedures?<br>• How do you promote good hygiene (including the handling of animals)? |

| Safety of premises (page 55 of audit) | Things to think about |
|---|---|
| ***Continued from previous table:***<br><br>Do you **ensure** you comply with requirements of health and safety legislation (including fire safety and hygiene requirements)? | ***Continued from previous table:***<br><br>• Have you accessed and read 'Guidance on infection control in schools and other childcare settings'? Are there any actions to implement from this? Is relevant information shared with parents and, or carers? How?<br>• Do you know when and how you must contact Ofsted or the childminding agency with which you are registered and, or local Health Protection Agency of notifiable diseases where applicable? |
| Do you **ensure** you take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency? | • Do you have both evacuation and lockdown procedures?<br>• Have you referred to the security safety guidance: Protective security and preparedness for the education sector ?<br>• Do you know if you are in scope for Martyn's Law?<br>• Do you policies for security measures in your setting?<br>• How do you know all staff can follow and implement these procedures? How are they shared with parents and, or carers and visitors?<br>• How does your induction training ensure that all staff know, understand and can carry out emergency evacuation and lockdown procedures? |
| Do you **ensure** you have an emergency evacuation procedure? | • How does your emergency evacuation and lockdown procedures take into account the individual needs of all children and staff?<br>• When and how do you practice emergency evacuations and, or lockdown procedures? Do you have an invacuation, evacuation and lockdown policy?<br>• Do you practice using different exits and at different times of the day? Do you record and review these practices? How do you take into account the views of children and all staff? Do you evaluate and amend your procedures following practices?<br>• If your babies are upstairs, how will you evacuate them safely in the event of an emergency? How is this information shared with all staff?<br>• Have you conducted a separate evacuation plan for any sensory and physically impaired children? Can you explain this evacuation plan? How is this information shared with all staff? Have parents been consulted?<br>• Have you read: Emergency planning and response for education, childcare and children's social care settings - GOV.UK |

| Safety of premises (page 55 of audit) | Things to think about |
|---|---|
| Do you ensure you have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and, or fire extinguishers) which is in working order? | • When did you last undertake a fire safety risk assessment? How often is this reviewed?<br>• What checks are carried out to ensure any fire detection and control equipment is in working order? How frequently are these checks made? |
| Do you **ensure** fire exits clearly identifiable, and are fire doors free of obstruction and easily opened from the inside? | • What checks to you carry out to ensure fire exits are clearly identifiable, and fire doors are free of obstruction and easily opened from the inside? How often do you check?<br>• How do you ensure smoke alarms are fitted correctly, confirm to safety standards and regularly tested?<br>• How do you ensure that fire extinguishers are maintained and in date?<br>• What are your contingency plans regarding where to evacuate to in the event of different kinds of emergency e.g. a gas leak? How will you transport children to these premises? How will you ensure children and staff are kept safe in these premises while waiting for the children to be collected?<br>• How would you contact parents and, or carers in the event of an evacuation or lockdown? |

## Useful links and further help:

Health and Safety Executive
ACAS
Emergency planning and response for education, childcare and children's social care settings - GOV.UK
Fire safety risk assessment: educational premises
Fire safety in the workplace
Fire safety for parents and child carers
Frances the firefly: children's story about the dangers of fire
HM government fire safety risk assessment –Means of escape for disabled people
How to wash your hands
PHE handwashing advice
Health protection in schools and other childcare facilities GOV.UK
Derby and Derbyshire Safeguarding Children Partnership
Working together to safeguard children
Keeping children safe in education
Prevent duty guidance
Home (saferrecruitmentconsortium.org) -(Guidance for safer working practice for those working with children and young people in education settings)
Safeguarding children and protecting professionals in early years settings: online safety considerations
Information sharing advice for safeguarding practitioners
NSPCC – National Society for the Prevention of Cruelty to Children
Data protection
ICO – Information Commissioners Office
Report a serious childcare incident
Supporting pupils with medical conditions at school

| Safety and suitability - Banned dog breeds (page 55 audit) | Things to think about |
|---|---|
| Do you **ensure** that banned dog breeds are not kept o present on the premises at any time?<br>Are you aware that this requirement still applies if the dog's owner has a certificate of exemption? | • How do you know that no banned dog breeds are present on the premises, and is this process consistently followed by all staff?<br>• If a banned dog breed were brought onto the premises, how confident are you that staff would know the correct procedures to follow and who to notify? How would you record this incident and what steps would you take next?<br>• What measures are in place to communicate and reinforce the policy on banned dog breeds to families, visitors, and staff members?<br>• What steps would you take if a dog not on the banned list was involved in an incident?<br>• If there was an incident involving a dog (both banned or not banned breeds) do you know what you need to do?<br>• How confident are you that all staff understand that a certificate of exemption does not remove the requirement for banned dog breeds to be excluded from the premises?<br>• What steps have you taken to ensure that this requirement is clearly communicated to parents, carers, visitors, and staff?<br>• If a dog owner presented a certificate of exemption, how would you respond, and would your actions reflect the setting's policy and legal responsibilities? |
| Are you aware that banned dog breeds means any dogs wo which section 1 of the Dangerous Dogs Act 1991 applies? Dangerous Dogs Act 1991<br><br>Are you aware of the following guidance: Controlling your dog in public: Banned dogs - GOV.UK | • Have you read this information and are you aware of the dog breeds this includes? |

## Useful links and further help:

Controlling your dog in public: Banned dogs - GOV.UK
Dangerous Dogs Act 1991
dogsindex@defra.gov.uk
Ban on XL Bully dogs - GOV.UK
Banned Dog Types | Breed Specific Legislation - RSPCA - rspca.org.uk
Child Accident Prevention Trust | A safer world for all our children

| Safety and suitability - Indoor space requirements (page 53-54 of audit) | Things to consider and discuss: |
|---|---|
| Do you **ensure** you meet the following indoor space requirements where indoor activity in a building(s) forms the main part of (or is integral) to the provision?:<br>• Under 2 years: 3.5 $m^2$ per child<br>• 2 year olds: 2.5 $m^2$ per child<br>• 3-5 year olds: 2.3 $m^2$ per child | • What are the measurements of your useable indoor? What is the maximum number of children the space can accommodate?<br>• How do you evaluate your provision and the different areas of the environment to ensure the setting meets the needs of the individual children? Have you used any tool such as Environmental Rating Scales to support your judgements? |
| *Are you aware these calculations should be based on the net or useable areas of the rooms used by the children, not including storage areas, thoroughfares, dedicated staff areas, cloakrooms, utility rooms, kitchens and toilets?* | • Which parts of your rooms cannot be included in your space calculations?<br>• Are you aware that your outdoor area is not included in the space standards requirements when deciding how many children you can take? |
| Are you aware that forest and other exclusively outdoor provision (where children are outside all or almost all of the time) is not required to meet the space standards above, as long as children's needs can be met? (For this kind of provision, indoor space requirements can be used as a guide for the minimum area needed)? | • How do you know your forest and other exclusive (or almost exclusive) outdoor spaces meet the needs of all children?<br>• What adaptions have you and would you need for any child with a disability?<br>• If your setting is setting is exclusively or almost exclusively outdoor, have you used the indoor space standards as a guide?<br>• Have you risk assessed your outdoor provision to determine which outdoor areas of your provision you will and won't be using? |

## Useful links and further help:

NHS – baby sleeping advice
Healthy sleep tips for children
How to reduce the risk of SIDS for your baby - The Lullaby Trust
Health visiting (0 to 5 years): Derbyshire Healthcare NHS Foundation Trust
Health protection in schools and other childcare facilities: prevention and control
How to change your baby's nappy - NHS

| Safety and suitability - Outdoor access (page 59 of audit) | Things to consider and discuss: |
|---|---|
| Do you **ensure** you provide all children with daily access to an outdoor play area?<br>If this is not possible, do you **ensure** that outdoor activities planned and taken on a daily basis (unless circumstances make this inappropriate, for example **unsafe** weather conditions)? | • How would you explain the term "daily access" in practice, and how do you ensure your understanding aligns with the expectations of this requirement?<br>• How do you know that the access to outdoor play is adequate?<br>• How do all children, including babies, have access to an outdoor play space?<br>• How can you be sure these outdoors spaces are accessed every day?<br>• If you do not have an appropriate outdoor area, how do you ensure all children still access quality outdoor experiences every day? |
| Do you **ensure** you follow your legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments)? | • What are your legal responsibilities are under the Equality Act 2010? How do you ensure you meet them?<br>• If you do not own your premises, how do you work with the owner to ensure legal responsibilities are met?<br>• Have you made reasonable adjustments to make your setting inclusive for all children? What adjustments have you made? What future adjustment might you need to make? |

## Useful links and further help:

Physical activity guidelines: early years (under 5s) - GOV.UK
Exercise and physical activity - GOV.UK

| **Safety and suitability – sleeping arrangements (page 60-61 of audit)** | **Things to consider and discuss:** |
|---|---|
| Do you **ensure** babies and children are placed down to sleep safely? | • What does safely mean?<br>• What are the dangers for sleeping children? How do you know all staff are aware and act to keep children safe?<br>• How do you ensure that all staff consistently follow safe sleep guidance when placing babies and children down to sleep?<br>• What procedures do you have in place to access whether each child's sleep needs are appropriate for their age and developmental stage?<br>• What would you do if you were asked to adapt or change how a child is placed down to sleep?<br>• How would you check information if you needed this?<br>• Are you confident that staff would challenge unsafe sleep practices and, or whistleblow if needed?<br>• What are your evacuation procedures for sleeping children? |
| Do you ensure for children under 2 years old the following requirements:<br><br>Children are placed down on their back in their own separate sleep space on a firm flat surface such as a cot, bed or mattress on the floor? | • Do staff consistently place children down on their back? Do staff know what to do for those children who can move independently (for example rolling over) in their sleep and how is this conversation recorded and discussed?<br>• How do you know that the sleep environment meets the minimum requirements? Who is responsible for checking this?<br>• What would you do if a child fell asleep in a sleep space that was not a cot, bed or mattress on the floor, for example, a pushchair?<br>• Do you know how to check whether products meet the British Safety Standards? |
| Do you ensure for children under 2 years old the following requirements:<br><br>Babies aged 12 months and under are only placed to sleep in a cot? | • How do you know the sleep products are appropriate for the age and developmental stage of the child? How do you keep up to date with recommendations from the DfE?<br>• Do you have any premature babies attend your provision? Do you know how this could cause implications and, or risks for children who were born early? |
| Sleep spaces only contain a firm, flat, waterproof mattress and lightweight bedding which is firmly tucked in around the child below their shoulders to prevent head covering? | • Are you confident that all staff understand the requirements regarding bedding and how this must be tucked in?<br>• How do you monitor a child when lightweight bedding has been tucked in to prevent head covering? How can this risk be mitigated?<br>• How often do you risk assess sleeping equipment being used by children?<br>• How often do you change and clean children's bedding? Is this frequent enough? |

| Safety and suitability – sleeping arrangements (page 60-61 of audit) | Things to consider and discuss: |
|---|---|
| A well fitted baby sleep bag may be used (checking the manufacturer recommendations before using a baby sleep bag)? | • Have you checked the manufacturer recommendations before using a baby sleep bag? |
| Where blankets are used, the child is placed feet-to-foot at the bottom of the cot, with blankets tucked in? | • Do all staff understand what feet-to-foot means?<br>• Do all staff know how to safely tuck blankets in? Would they know what to do if a blanket became untucked? |
| Cots do not contain extra items such as toys, pillows, extra blankets, bumpers, wedges or straps? | • Who is responsible for checking that the sleep space is clear?<br>• What would you do if a child wanted to take an item such as a toy into the sleep space?<br>• What would you do if a parent asked you to take an item such as a toy into the sleep space? |
| Children not getting too hot or cold (recommended room temperature for babies is 16 – 20°C)? | • Do you know how to check the temperature of a baby?<br>• What would you do if the baby's skin feels clammy or sweaty?<br>• Do all staff know to remove one or more layers of clothing or bedding?<br>• What will you do during extreme temperatures? |
| Children's heads are not covered. | • How will you ensure that a child's head is not covered? |
| Babies under six months of age always have an adult with them in the same room for every sleep? | • How do you ensure that staffing arrangements including ratios, cover for annual leave and sickness do not impact your safe sleep requirements for an adult always being in the same room?<br>• Do staff know their full role and responsibilities for when children are asleep?<br>• If you complete a sleep check what does this mean? Is this recorded? |
| All children are frequently checked when sleeping? | • How regularly do you check on sleeping children? Is this frequent enough to ensure their safety? What checks do you make? |
| Children are always within sight and hearing of staff when sleeping? | • How do you ensure this requirement is met?<br>• How do you monitor and review your safe sleep practices to identify areas for development or change to maintain the safety and wellbeing of babies and children? |

| Safety and suitability – sleeping arrangements (page 60-61 of audit) | Things to consider and discuss: |
|---|---|
| Do you **ensure** all practitioners have read NHS advice on: Sudden infant death syndrome (SIDS) - NHS<br><br>Are you aware there is more information on safer sleep guidance available from: Home \| The Lullaby Trust | • How do you ensure staff have read the NHS advice?<br>• How do you record this has been actioned?<br>• How can you use supervision discussions to talk about safer sleep?<br>• When did you last access this document to check for updates?<br>• Are staff given sufficient time to read, understand this information and update their knowledge regularly? Do you need to change your policies and procedures? |

## Useful links and further help:

NHS – baby sleeping advice
Healthy sleep tips for children
How to reduce the risk of SIDS for your baby - The Lullaby Trust

| **Safety and suitability – Baby room (page 55 of audit)** | **Things to consider and discuss:** |
|---|---|
| Do you **make sure** there is a separate baby room for children under the age of two (except in childminding settings)? | • How do you know that your current baby room is suitable?<br>• Where you are unable to have a baby room, how do you know that there is adequate space for babies to meet their developmental and individual needs? |
| Do you **ensure** that children in a baby room have contact with older children, and move into the older age group when appropriate? | • Do you provide opportunities for babies to play with older children?<br>• How do you organise transitions between rooms?<br>• How are parents supported with transition between rooms? |
| *Are you aware that as forest and other exclusively outdoor provision (where children are outside all or almost all of the time) do not have 'rooms', there is no requirement for this kind of provision to have a separate baby room?*<br><br>*Are you aware that the specific needs of babies still need to be taken into consideration by forest and exclusively outdoor providers which will mean that a separate area should be provided for babies?*<br><br>*Are you aware this includes providing them with adequate space and suitable equipment for their physical development to allow them to learn how to roll, crawl and walk.*<br>*Are you aware that babies' safe sleeping arrangements also need to be taken into account by forest and exclusively outdoor providers?* | • What are the specific needs of babies that your provision needs to consider?<br>• Where in your provision could a separate area be provided?<br>• What does adequate mean?<br>• What equipment would this space need? How do you know it is suitable?<br>• How does your environment and equipment support babies to learn how to roll, crawl and walk?<br>• How will you meet the safe sleep arrangements in this outdoor space? |

## Useful links and further help:

NHS – baby sleeping advice
Healthy sleep tips for children
How to reduce the risk of SIDS for your baby - The Lullaby Trust
Health visiting (0 to 5 years) : Derbyshire Healthcare NHS Foundation Trust
Health protection in schools and other childcare facilities: prevention and control
How to change your baby's nappy - NHS

| Safety and suitability - Toilets and intimate hygiene (page 63 of audit) | Things to consider and discuss: |
|---|---|
| Do you **ensure** there is an adequate number of toilets and hand basins available? | • How do you determine what is an adequate number of toilets and hand basins? How often do you review this?<br>• How do you ensure toilets and hand basins are easily accessible? |
| Have you **made sure** there are separate toilet facilities for adults? | • Do you provide separate toilet facilities for adults? Are they able to easily access a separate toilet and hand basin? |
| Do you **ensure** there are suitable hygienic changing facilities for changing any children who are in nappies? | • Do you have clear nappy changing and, or intimate care policies & procedures in place? What are these procedures? How do you know these are implemented by all staff?<br>• How do you ensure your changing facilities meet the individual needs of children and your procedures keep children and staff safe?<br>• How do you ensure stringent hygiene procedures are implemented to meet health and safety requirements?<br>• How do you ensure you keep up-to-date with the latest hygiene recommendations?<br>• What opportunities do children have which help them to learn about safety and good hygiene procedures?<br>• How do you promote good personal hygiene (including the handling of animals) Is this information included with your policies and procedures?<br>• How do you balance privacy with safety? |
| Do you **ensure** that children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting? | • How do you safeguard children in nappies and protect their privacy?<br>• How do you safeguard children who are toilet training and protect their privacy?<br>• How do you safeguard children who are toilet trained and protect their privacy?<br>• What does balanced mean in your setting? |

| Safety and suitability - Toilets and intimate hygiene (page 57 of audit) | Things to consider and discuss: |
|---|---|
| Do you make sure that an adequate supply of clean bedding, towels, spare clothes and any other necessary items always available? | • What would be an adequate quantity of clean bedding, towels, spare clothes, etc?<br>• How do you ensure these are always available? How frequently are supplies restocked? |

## Useful links and further help:

Health visiting (0 to 5 years): Derbyshire Healthcare NHS Foundation Trust
Health protection in schools and other childcare facilities: prevention and control
How to change your baby's nappy - NHS

| Safety and suitability - Organising premises for confidentiality and safeguarding (page 58 of audit) | Things to consider and discuss: |
|---|---|
| Do you **ensure** there is an area where staff may talk to parents and, or carers confidentially? | • Are all staff aware of where they can talk to parents and, or carers confidentially? How is this information shared?<br>• How have you made parents aware that you have a space which is available for confidential discussions with staff?<br>• Do parents feel this space is suitably private? How do you know? |
| In group settings, do you **ensure** there is an area for staff to take breaks away from areas being used by children? | • Where do staff take breaks away from the spaces used by children?<br>• How do you ensure the space is easily accessible for all staff?<br>• How do you make this a comfortable and useable space for staff, e.g. does the space contain adult sized chairs? |
| Do you **ensure** children are only released into the care of whom the parent and, or carer has explicitly notified the provider? | • What are your policies and procedures for the collection of children? Have parents and, or carers been made aware of these?<br>• How do you know these are implemented by all staff?<br>• What procedures do you have in place for a parent and, or carer who needs to change the collection arrangements? How is this change shared with staff?<br>• What procedures do you have in place when a parent and, or carer doesn't inform you of a change to arrangements?<br>• Do you have a password system to use with parents and carers in the event that, someone unknown to the setting, collects a child? What are these procedures? How is this information shared and implemented? |
| Do you **ensure** that children do not leave the premises unsupervised? | • Do you know who has parental responsibility for every child? Who checks that this information has been obtained? How frequently is it reviewed? How is this information stored? How long would you retain this information?<br>• How do you know staff (where applicable) are aware of any family issues which may change collection arrangements?<br>• What would you do if a child is **not** collected?<br>• What safety measures do you have in place to ensure that children do not leave your provision unsupervised? How do you ensure all staff, and parents and, or carers are aware of these procedures and put them into practice?<br>• What safety measure do you have in place to ensure children remain usually within sight and hearing of staff and always within sight or hearing on outings and, or trips?<br>• How do you secure your outdoor provision? |

| Safety and suitability - Organising premises for confidentiality and safeguarding (page 58 of audit) | Things to consider and discuss: |
|---|---|
| Do you **ensure** you take all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors? | • What steps have you taken to prevent unauthorised persons entering the premises?<br>• What would you do if an unauthorised person gains or tries to gain access to your provision? How do you know these could be quickly implemented by all staff?<br>• What steps have you taken to prevent unauthorised persons entering all parts of the premises in which the children are being cared for? E.g. outdoor play areas, toilets, etc.<br>• How do you secure the premises in buildings with multi-use?<br>• What are your policies and procedures regarding visitors to your provision?<br>• How do you check a visitor's identity? What would you do if you were given false ID?<br>• Is your setting in scope for Martyn's Law? If so, who is responsible for this? |
| Do you **ensure** you consider what additional measures are necessary when children stay overnight? | • What are the extra considerations you need to take when children stay overnight?<br>• How do you ensure you continue to apply the relevant ratios?<br>• How do you ensure at least one member of staff is awake at all times?<br>• Do you have clear policies & procedures to follow when providing overnight care? What are these procedures? How do you know these are implemented?<br>• Are you familiar with the current procedures on how to notify Ofsted of any overnight care you provide prior to the overnight stay?<br>• Have you referred back to and checked the requirements for enhanced criminal checks and barred lists checks? |

| Safety and suitability - Insurance (page 65 of audit) | Things to consider and discuss: |
|---|---|
| Do you **ensure** you carry appropriate adequate insurance (e.g. public liability insurance) which covers all premises from which you provide childcare? | • How do you know that your insurance covers your premises adequately?<br>• Are you aware of the instances that you may need to contact your insurance company for advice?<br>• Do you display and adequate insurance certificate? |

| Safety and suitability of premises, environment, and equipment – Safety on Outings (page 66 of audit) | Things to consider and discuss: |
|---|---|
| Do you **ensure** you keep children safe while on outings? | • How do you obtain parent and, or carer consent to take their child away from the premises for regular and for one-off outings, both near and far?<br>• What are the risks when taking children on outings? How do you eliminate or minimise these risks?<br>• How do you ensure that health and safety practice continues to meet the necessary standards while on outings e.g. handwashing?<br>• How do you ensure staff meet the medical and physical needs of the children on outings, e.g. taking medication with them for asthma, accessibility of the environment?<br>• How do you ensure food being taken or purchased on the outing is suitable for children with allergies?<br>• What is your insurance cover for outings? Are there restrictions or conditions to meet?<br>• What safety measures do you have in place to ensure children remain usually within sight and hearing of staff and always within sight or hearing on outings and, or trips?<br>• Do you have a missing child policy and procedures? How do you ensure that staff know what to do and can implement this when away from your premises?<br>• Do you have portable first aid kits for outings? How do you ensure all staff take a portable first aid kit with them when not on-site?<br>• How do you ensure all staff know where and who will keep the first kit on outings? How do you ensure the first aid kit is easily accessible?<br>• What procedures are in place to ensure first aid kits are regularly checked for contents prior to going on the outings? How do you know what should be in your first aid kit to meet Health and Safety Regulations?<br>• How do you ensure there is always a member of staff on outings with a current paediatric first aid (PFA) certificate? What will you do if this member of staff is ill and, or absent etc?<br>• How do you ensure that staff take the essential equipment to keep children safe while on outings? What equipment do you consider to be essential ? e.g. emergency contact lists, operational phone, first aid kit, medication, change of clothes, etc.<br>• How do you ensure you meet your Data Protection Act 2018 responsibilities when on outings? |

| Safety and suitability of premises, environment, and equipment – Safety on Outings (page 66 of audit) | Things to consider and discuss: |
|---|---|
| Do you **ensure** you assess the potential risks or hazards for the children, and do you **ensure** you identify the steps to be taken to remove, minimise and manage those risks and hazards? | • How do you risk assess any outing, routine, or new environment?<br>• How do you ensure that staff know how to risk assess unfamiliar environments?<br>• How do you share risk assessments with all staff and any volunteers and, or helpers?<br>• How do you ensure risks or hazards which may arise are for the children are identified prior to outings?<br>• How do you ensure risks and hazards identified are removed, minimised and managed prior to or during outings?<br>• How do you ensure staff check the route before taking children on an outing and consider any alternatives should this route become unavailable or unsafe?<br>• When on outings do you have an evacuation or lockdown procedure? How do you ensure that it has been checked when using unfamiliar premises and all staff know how to implement it?<br>• Do you have a checklist for staff to use for routine checks regarding outings?<br>• How would you ensure any volunteers are suitable to accompany children? How do you ensure they understand the relevant information and what they need to do in an emergency situation? |

| Safety and suitability of premises, environment, and equipment – Safety on Outings (page 59-60 of audit) | Things to consider and discuss: |
|---|---|
| Do you **ensure** the assessments include consideration of adult to child ratios? | • How do you ensure you have considered your staff:child ratios for outings? What additional factors which may influence this e.g. type of venue, age and needs of children attending? |
| Are you aware risk assessments do not necessarily need to be in writing (this is for you to judge)? | • What details do you record for the trip e.g. which children are with which staff, which children are in which vehicle etc? |
| Do you **make sure** you have regard for the paediatric first aid requirements set out in section 3.37-3.39 while on outings with children? | • Do you have at least one person who has a current paediatric first aid (PFA) certificate available while on an outing?<br>• Is the certificate for a full course consistent with the criteria set out in Annex A?<br>• Has the PFA training been renewed every three years?<br>• Is the training relevant for people caring for young children and babies? |
| Do you **ensure** vehicles in which children are being transported, and the driver of those vehicles, are adequately insured? | • How do you ensure the vehicles have a valid MOT and current insurance cover?<br>• Are suitable, age appropriate, car restraints are in place and fitted correctly? How do you know? How often are these pieces of equipment checked?<br>• Are you up to date with the latest legislation about car seats?<br>• How to do you ensure staff are suitable to drive vehicles in which children are being transported? |

## Useful links and further help:

HSE: Information about health and safety at work
ROSPA
Child Accident Prevention Trust
Report a serious childcare incident
Fire safety in the workplace
Fire safety risk assessment: 5-step checklist
Working together to safeguard children
Keeping children safe in education
Child car seats: the law
Choosing a baby car seat

| Safety and suitability of premises, environment and equipment - Risk assessment (page 67 of audit) | Things to consider and discuss: |
|---|---|
| Do you **ensure** you take all reasonable steps to ensure staff and children in their care are not exposed to risks and are you able to demonstrate how you are managing risks? | • How would you identify risks?<br>• What are the reasonable steps you take to ensure staff and children are not exposed to risks?<br>• How do you manage risk? How would you demonstrate this?<br>• Do you have clear policies & procedures on risk assessments? What are these procedures? How do you know they are implemented consistently?<br>• In what circumstances would you carry out an individual child and, or adult risk assessment?<br>• In what circumstances would it be appropriate to contact your insurance company?<br>• What are the additional considerations when taking children on outings?<br>• What procedures do you have in place to ensure the suitability of all adults working or visiting the setting? |
| *Guidance on risk assessments, including where written ones may be required where five or more staff are employed, can be obtained from the Health and Safety Executive:* Risk assessment - HSE | • How can you support children to risk assess their actions?<br>• How do you ensure staff are aware of the Health and Safety Executive "Managing risks and risk assessment at work" information? Do they know how to access this document?<br>• Are staff given sufficient time to read, understand this information and update their knowledge regularly? Do you need to update your policies and procedures? |
| Do you **ensure** you determined where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how you are managing risks if asked by parents and, or carers or inspectors? | • How do you determine which risk assessments your setting will record?<br>• How do you use written risk assessments to inform staff practice?<br>• How would you demonstrate how you are managing risks if asked by parents and, or carers or inspectors?<br>• How do you share risk assessments and procedures with staff, children, parents and, or carers your setting's agreed procedures, i.e. how you identify, minimise, record, demonstrate due diligence and manage potential risks? |

| Safety and suitability of premises, environment and equipment - Risk assessment (page 67 of audit) | Things to consider and discuss: |
|---|---|
| Do you **make sure** your risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised? | • Which aspects of your environment (indoors and outdoors) have you identified as needing to be checked on a regular basis? How have you identified these aspects? When and by whom will these aspects be checked? What evidence do you have to ensure these checks have been completed? How will the risk be removed or minimised?<br>• How do you ensure that the manufacturer's guidance is known before children access resources and, or equipment and how is this followed -especially regarding age-appropriate advice?<br>• How is this information shared with staff including new staff?<br>• Do staff continually risk assess the environment and the activities of children?<br>• Do you consider risk against benefit? What measures do you use to decide when the risk outweighs the benefit? What would be an acceptable risk?<br>• What strategies do you use to minimise risk? |

## Useful links and further help:

Fire safety risk assessment: 5-step checklist
Managing risks and risk assessment at work: Overview - HSE
ROSPA
Child Accident Prevention Trust
Fire safety in the workplace
Report a serious childcare incident GOV.UK

| Safety and suitability of premises, environment and equipment - Children's screen use (page 68 of audit) | Things to consider and discuss: |
|---|---|
| Do you **ensure** you have regard to the following guidance on children's screen use in early years settings: Help for early years providers : Screen use | • How do you ensure that screen use in your setting has a clear and educational purpose and supports children's learning and development?<br>• How do you ensure that screen use in your setting meets the guidance?<br>• How do you balance screen-based experiences with opportunities for active play, social interaction and hands-on exploration?<br>• What considerations do you make when deciding whether a screen is the most appropriate resource?<br>• How do you monitor the amount of time children spend on a screen during their time with you?<br>• Are you aware of what a child's digital diet is like outside of your setting? Do you ask questions related to screen use as part of your transition?<br>• How do you share information about healthy screen use with parents?<br>• Do you know about the NSPCC resources available to support these discussions?<br>• How would you challenge unsafe screen use practice observed or witnessed?<br>• How regularly do you review your practice against the guidance, and what changes do you make as a result? |

## Useful information and resources

Help for early years providers : Screen use
Baby and toddler screen time guidance - Best Start in Life
CBeebies Parenting - Tips and advice for screen time with kids
Keep Children Safe Online: Information, advice, support - Internet Matters
Help your child stay safe online - Kids Online Safety
Help for early years providers : Screen use
Help for early years providers : Internet safety
Parental controls and privacy settings guides | Internet Matters
CBeebies Learn app: Download our top free educational learning app for 2-4-year-olds - CBeebies
Policy and training - Internet Matters
How to keep early years children safe online | Internet Matters
Online Safety in the Early Years | LGFL
Safeguarding children and protecting professionals in early years settings: online safety considerations - GOV.UK
Baby and toddler screen time guidance - Best Start in Life