

Registration Briefing Document



Deborah Udakis Consultancy Ltd

www.deborahudakis.co.uk

Mob: 07983231584

The Registration Visit

Including Interview with Provider

If you apply to Ofsted open a nursery or any other childcare provider like a childminder or childcare on domestic premises, you can expect to get a visit to your premises to register you. This visit is known as a pre-registration visit.

An Ofsted Inspector will contact you and arrange the visit date with you. Expect the visit to take the best part of a day to complete.

This visit will take place once Ofsted has completed suitability checks on you.

The inspector will explain that you must demonstrate that you meet all of the requirements of the EYFS at the time of the visit. It is unlikely that the inspector will make a subsequent visit – they will want to see you are ready for registration and that you are well prepared to answer their questions.

The inspector will explain the decision-making process and will inform you of their recommendation. They will either recommend that your application be agreed, and that registration be granted, or they will recommend that your registration is refused. So, the importance of the registration visit cannot be understated.

During the registration visit, the inspector will check:

- Your identity, using specified ID documentation, (your face must be clearly visible) and they will check the information they hold on you is accurate and correct, including your address
- training and first aid qualifications
- the accuracy of your application and that you have provided all relevant details
- your work history
- that everyone who needs to fill in an EY2 form has done so, and DBS status
- that you have carried out a risk assessment to make sure that your premises and equipment and resources are safe and suitable for children
- that you and teachers / practitioners (those looking after children have good enough English that they can develop children's English language skills)

You must be ready to provide childcare and are able to show that you will have enough equipment to meet the needs of the children.

The inspector will also talk to you to assess your suitability:

- to provide childcare
- to follow both the safeguarding and welfare requirements and the learning and development requirements of the early years foundation stage framework (EYFS)

The inspector will also check through certain documents so make sure you have these ready for the visit. These may include: photo ID such as passport and driving licence, birth / marriage certificate, utility bill, certificates of education, training and qualifications, MOT / car insurance.

If you have applied to register as an organisation, the registration visit and interview will take place with the nominated individual. The inspector will check that you (as the nominated individual) fully understand the legal responsibilities of your role.

You are accountable for meeting all the requirements in the EYFS.

You must demonstrate:

EYFS qualification and training requirements are met

you understand and can apply childcare ratios

space requirements are understood

Space is organised to meet the children's learning, development and welfare needs

Premises are warm, welcoming, child friendly in good repair and clean

that the children have access to outdoor play every day

Premises include a suitable kitchen, toilet and nappy-changing facilities

How your educational programmes (your curriculum) help children to learn and develop

you have a suitably robust and safe recruitment process

Your procedures to assess the suitability of staff is thorough – all staff undergo DBS checks; you obtain details of employment history, written references x 2 and any other necessary checks, such as checks on an employee's physical and mental health.

At the end of the registration visit, the inspector will let you know whether Ofsted will approve your registration or not.

If you are approved you will be sent a registration certificate, together with information about the next steps.

If you cannot show Ofsted that you are suitable to be registered, they may refuse your application. If so, they will send you a 'notice of intention' to refuse. If you do not respond to this within 14 working days of the notice date, they will send a 'notice of decision' to refuse registration and information on how to appeal.

There are various reasons why Ofsted may refuse your registration. For instance, weaknesses may be identified in the safeguarding or recruitment processes and procedures, the premises are unsuitable, the applicant has not demonstrated they understand the requirements of the EYFS.

It is the responsibility of the applicant to demonstrate they meet all the requirements for registration.

So, if you do not feel you will be ready by the date the Inspector wishes to visit, ask them to postpone the visit for a short while (maybe a couple of weeks) to give you more time to prepare.

Preparing for the Ofsted Registration visit

Read the registration handbook and make sure you know what is expected of you. Ofsted will expect you to show a good understanding of the requirements and the registration process.

Develop a strong knowledge and understanding of the EYFS statutory framework and ensure you are familiar with its content.

Conduct a thorough risk assessment of your building and make sure it is safe. Consider fitting finger guards to doors, radiator covers, make sure fire exits are clear and signposted. You can access my safeguarding audit and EYFS audit via my website www.deborahudakis.co.uk

Use these documents to conduct effective risk assessments and to consider your registration readiness.

Have available safety tests certificates for the building including fire alarms, fire exits, fire procedure displayed, insurance, pat testing, fire blankets or extinguishers, first aid kits, security features like stair gates and other things.

Once you have conducted risk assessments make sure you address any perceived risks.

Before the visit you should produce / prepare the settings policies and procedures. The inspector is likely to take a keen interest in key policies and procedures such as safeguarding, administration of medicines, accident / incidents, safe recruitment, health & safety, mobile phone, lock down, lost child etc. you need to know those policies and procedures they are deemed essential.

When you do receive the call from the inspector looking to arrange the registration visit, you could ask them what documents they may want to see. However, the documentation you are required to maintain is listed in the EYFS on pages 38 - 41

Expect the Inspector to focus their questions around the following areas:

Safeguarding and promoting children's welfare

Suitable people – how you will ensure people in the premises whether that be workers or visitors are suitable

Suitable premises, environment and equipment

Organisation

Documentation

The Early Learning Goals

The educational programmes

The assessment arrangements.

You must demonstrate that you have taken and will take necessary steps to safeguard and promote the welfare of children in the setting.

The Inspector may ask:

What does safeguarding children mean?

What information will you need to gain from parents before you start caring for a child? How will you ensure that information remains confidential?

How will you keep children safe indoors, outdoors and on outings? How will you enable children to become independent and still keep themselves safe?

What are the possible signs/symptoms of child abuse or neglect? What would you do if you suspected a child was being abused? Who should you contact/share this information with?

Explain your complaints policy? What would you do if an allegation was made against you personally, a member of your household, or your service? How will you share your complaints policy and other policies and procedures with parents and carers?

You will also need to show how you will promote the good health of the children, take necessary steps to prevent the spread of infection and take appropriate action when they are ill.

Other Examples of questions and sample answers

- What previous experience, if any, of working with children?
- What key strengths do you bring to the Nursery?
- Tell me about your knowledge, skills and qualifications to be a successful early years provider?
- What is your vision and ambitions for the nursery? Do you have a written vision / mission statement - how will you ensure all key stakeholders share your ambitions?
- Why this setting, in this location and now?
- Are you able to provide evidence of financial viability?
- What PLI do you have?
- **What is the role of Ofsted?**

Ofsted is the Office for Standards in Education, Children's Services and Skills. It reports directly to Parliament and is both independent and impartial. By law it must inspect early years provision with the aim of providing information to parents, to promote improvement and to hold early years providers to account.

Their role is to make sure that organisations providing education, training and care services in England do so to a high standard for children and students.

Explain the key legislation & Guidance that informs the work of Early Years provision.

The Childcare Act 2006 -

http://www.legislation.gov.uk/ukpga/2006/21/pdfs/ukpga_20060021_en.pdf

The Statutory framework for the early years foundation stage – 2024

https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf

The Education Inspection Framework – came into force 19 January 2024 - This handbook describes the main activities carried out during graded, ungraded and urgent inspections of maintained schools and academies in England under sections 5 and 8 of the Education Act 2005,

respectively. It sets out the grade descriptors that inspectors use to make their judgements and on which they report. It applies to school inspections under the [education inspection framework \(EIF\)](https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023). <https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023>

Early years inspection handbook for Ofsted registered provision – came into effect 19 January 2024. This handbook describes the main activities that inspectors undertake when they carry out inspections of early years providers in England registered under sections 49 and 50 of the Childcare Act 2006. The handbook includes specific information about applying the EIF to inspections of childminders. The handbook also sets out the judgements that inspectors will make and on which they will report. <https://www.gov.uk/government/publications/early-years-inspection-handbook-eif/early-years-inspection-handbook-for-ofsted-registered-provision-for-september-2023>

Early years and childcare: Ofsted's enforcement policy. Ofsted's policy on how they regulate childcare providers and explains what Ofsted may do if a provider is not following the regulations. <https://www.gov.uk/government/publications/early-years-and-childcare-ofsteds-enforcement-policy>

Keeping Children Safe in education 2023 -

https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf

This guidance sets out the main points that inspectors need to consider when inspecting safeguarding in early years, education and skills settings. It needs to be read alongside the education inspection framework (EIF) and the individual remit inspection handbooks.

Working together to safeguard children, A guide to inter-agency working to safeguard and promote the welfare of children.

This guidance covers:

- *the legislative requirements that apply to individuals, organisations and agencies*
- *A framework for the three local safeguarding partners [the local authority, and ICB foreign area, any part of which falls within the local authority area and the chief constable for police for a policing area, any part of which falls within the local authority area] to make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs*
- *The framework for the two child death review partners [the local authority and any ICB for an area, any part of which falls within the local authority area] to make arrangements to review all deaths of children normally resident in the local area, and if they consider it appropriate, for those not normally resident in the area*

https://assets.publishing.service.gov.uk/media/65803fe31c0c2a000d18cf40/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf

There is a separate Registration handbook which sets out the key requirements you must meet.

<https://www.gov.uk/guidance/childminders-and-childcare-providers-register-with-ofsted>

- **Explain the staff and space ratios.**

Adult: Child Ratios

Information from Ofsted (April 2023)

The Chancellor recently announced an optional change to childcare ratios from 1:4 to 1:5 for two-year-old children. This change will apply from September 2023.

All other staff-to-child ratios remain the same.

While the Department for Education sets the ratios, we want to make sure that the way that they work is well understood.

We know that many providers find ratios complicated. The questions we get asked most frequently on our Childcare Registration Facebook page are about ratios.

We want to help by setting out the answers to a few frequently asked questions:

1. Staff-to-child ratios apply to the whole provision, not each room. It is up to you how you deploy your staff. For example, you may need fewer members of staff in the baby room when they are sleeping than when they are awake. Or you may want more staff observing children during mealtimes. The decision is yours, but we may ask you to explain your rationale.
2. We are sensitive to the pressures with recruitment and retention. We may only focus on ratio requirements if there are concerns for the children in your care. We will not be constantly carrying out head-counts when we're inspecting. Our focus is on what it is like to be a child in your care.
3. To be counted in the ratios, staff must be at least 17 years old (with some exceptions for apprentices). They must also be suitable. This means that each childminder should have an Ofsted suitability decision letter. Nurseries must carry out their own recruitment checks and determine suitability.
4. For group providers, the ratio requirements are only for children, up until 1st September following their fifth birthday. However, you should consider whether the care of any older children has an impact on the early years children. You must be able to demonstrate that you can meet the needs of all children. For childminders, the maximum is always 6 children under the age of 8.
5. There are some exceptions where you can exceed the ratios. However, you must maintain the quality of care and the safety and security of the children. We may ask you to demonstrate that you can do this. You should inform parents and carers about staff deployment and involve them in these decisions if possible.

Examples of when childminders can make exceptions are set out in the framework for the EYFS in paragraph 3.43. They include caring for siblings and caring for your own children. Even when exceptions are permitted, for childminders and assistants, the maximum is always 6 children per adult. Group providers can also make exceptions, and this is set out in paragraph 3.31.

While we hope these pointers are useful, it is your responsibility to read, understand and demonstrate your ability to meet the ongoing requirements for registration. Ratio requirements are flexible, but you should be able to explain your rationale for how you deploy staff or assistants.

Our inspectors are not trying to catch you out. We just want to know that you are keeping children safe and providing high-quality early education and care. That is our priority.

<https://earlyyears.blog.gov.uk/author/alex-magloire/>

Changes that came into effect January 2024

Qualifications & Ratios

- As anticipated, the requirement for Level 3 practitioners to hold a Level 2 maths qualification to count within staff: child ratios has been removed, and instead managers are responsible for ensuring their staff have the right level of maths knowledge to deliver high-quality early years provision.

Suitable level 2 qualifications in maths are:

- Functional skills qualification in maths at level 2
 - GCSE or International GCSE qualification in maths to at least grade C (grade 4)
 - Key skills qualification in application of number at level 2
 - A level or AS level qualification in maths or pure maths and/or further maths to at least grade E
 - O level qualification in maths to at least grade C
 - CSE grade 1 maths
 - Basic skills certificate level 2: certificate in adult numeracy
- Students and apprentices can now count in ratios at the level below their level of study, if the manager believes they are competent and responsible to do so.
 - The requirement for childminders to complete EYFS training before registration has been removed. Childminders will still be required to demonstrate sufficient knowledge of the EYFS.
 - Childminder assistants can now hold the role of key person.

Children under two:

- *At least one member of staff for every three children under two.*
- *At least one member of staff must hold a full and relevant level 3 qualification and must be suitably experienced in working with this age group.*
- *At least half of all other staff members must hold a full and relevant qualification of at least level 2.*
- *At least half of all other staff members must have received training specifically relating to the care of babies.*
- *The person in charge of an under-twos room must be suitably experienced in working with this age group.*

Children aged two:

- *At least one member of staff for every five children aged two.*
- *At least one member of staff must hold a full and relevant level 3 qualification and must be suitably experienced in working with this age group.*
- *At least half of all other staff members must hold a full and relevant qualification of at least level 2.*

Children aged three and over:

For children aged three, different early years ratios apply depending on the nature of the setting and scenarios.

For children aged three and over in registered early years provision where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification:

Is working directly with the children:

- *At least one member of staff for every thirteen children aged three and over.*
- *At least one member of staff must hold a full and relevant level 3 qualification and must be suitably experienced in working with this age group.*

Is not working directly with the children:

- *At least one member of staff for every eight children aged three and over.*
- *At least one member of staff must hold a full and relevant level 3 qualification and must be suitably experienced in working with this age group.*
- *At least half of all other staff members must hold a full and relevant qualification of at least level 2.*

For children aged three and over in independent schools (including in nursery classes in free schools and academies), where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification, an instructor, or another suitably qualified overseas trained teacher is working directly with the children:

- *At least one member of staff for every thirty children (where the majority of children will reach the age of at least five within the school year).*
- *At least one member of staff for every thirteen children (where the majority of children will not reach the age of at least five within the school year).*
- *At least one other member of staff must hold a full and relevant level 3 qualification.*

For children aged three and over in independent schools (including in nursery classes in academies), where there is no person with Qualified Teacher Status, Early Years Professional

Status, Early Years Teacher Status or another suitable level 6 qualification, no instructor, and no suitably qualified overseas trained teacher working directly with the children:

- *At least one member of staff for every eight children.*
- *At least one member of staff must hold a full and relevant level 3 qualification.*
- *At least half of all other staff members must hold a full and relevant qualification of at least level 2.*

For children aged three and over in maintained nursery schools and nursery classes in maintained schools:

- *At least one member of staff for every thirteen children.*
- *At least one member of staff must be a qualified school teacher.*
- *At least one other member of staff must hold a full and relevant level 3 qualification.*

Space Ratios

As well as being setting out these limits on early years settings with ratios of staff to children, there are also EYFS minimum space requirements that apply to indoor spaces. The early years foundation stage framework sets this guidance, stating:

Providers must meet the following indoor space requirements where indoor activity in a building(s) forms the main part of (or is integral) to the provision:

- *Children under two years: 3.5m² per child*
- *Two-year-olds: 2.5m² per child*
- *Children aged three to five years: 2.3m² per child*

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.

- **Explain how you will ensure the setting is fully inclusive and accessible to all children and families?**

All children benefit from inclusive play and learning opportunities, not just those with SEND. Encouraging inclusion helps all children gain an understanding of fairness and adapt to the different needs of others. For children with SEND, supporting healthy social interactions with other children is an important preparation for a happy and fulfilling life. Inclusion means that all people should be freely and openly accommodated without restrictions or limitations of any kind. It is the practice of ensuring that children and families feel they belong, are engaged, and connected. It is about valuing all individuals, giving equal access and opportunity to all and removing discrimination and other barriers to involvement.

- **Explain your Catering arrangements?**

- **How do you intend to encourage and promote healthy eating?**

E.g. Through storytelling, cooking and baking, gardening, outdoor physical play, children's involvement in menu planning.

- **How will you ensure the nursery and resources are safe and clean?**

Daily risk assessments and general safety checks, daily cleaning routines, Daily Learning Walks, clear expectations of high-quality resources, use of cleaning system and rota.

- **Explain the procedures and process to ensure the suitability of early years leaders and practitioners?**

Safer recruitment and selection, induction, probation, supervision, team meetings, learning walks, training, direction, coaching, mentoring, support, use of improvement plans, high expectations – clearly explained, explicit ambition and vision that is shared.

- **Describe your ideal nursery manager / leader – what skills, knowledge, qualifications, and characteristics are you looking for?**

Relationship building, Agility and adaptability, Innovation and creativity, Employee motivation, Decision-making, Conflict management, Negotiation, Critical Thinking, strong communication, Clarity of goals.

- **Explain your safe staff recruitment and selection process.**

Open & fair recruitment, job advert, job description & specification, written application, 2 x written references, DBS checks – use of update service, interview, check qualifications, right to work in UK, ID, contract of employment, thorough Induction & probation period.

- **What are the qualification requirements for group day care? E.g, for nursery manager, Deputy, room leader, qualified practitioners.**

- **Where can you find details of relevant early years qualifications?**

<https://www.gov.uk/guidance/early-years-qualifications-finder>

- **Tell me about the probation period and induction programme.**

- **What core training will you provide to leaders and practitioners?**

Remember first aid, manual handling, food hygiene, health and safety, safeguarding, SEND, care of babies, behaviour management, communication and working in partnership with parents, Creating a Magical Curriculum: Inspiring Awe & Wonder across the 7 AOL, Strong Leaders, The Learning Walk, Managing Poor Performance, Outdoor Play, Makaton, Setting & Maintaining Professional Boundaries.

• **What policies and procedures are you required to have in place?**

Safeguarding and child protection, including Prevent, CSE, FGM, forced marriage, breast ironing, signs no symptoms of abuse, reporting concerns, allegations against staff, disguised compliance etc etc

Health and safety – including risk assessments

Equality & inclusion

Use of mobile phones / Smart watches / E Safety / Online Safety

Photographs

Administration of medicines

Emergency plan / evacuation & Lockdown

British values

Behaviour management

Special educational needs and disabilities

No smoking

Sleeping children

Nappy changing

Managing transitions / school readiness

Safer recruitment / ongoing suitability of staff / staff induction / dealing with disqualification

First aid / Medical emergency

Attendance

Failure to collect a child

Complaints

Lost / missing child

The role of the key person

Supervision, professional development and support

Staff code of practice / discipline & grievance

The settings vision / mission statement.

What documentation must you maintain according to EYFS?

- *a list of current staff, their personal details and their qualifications, including in paediatric first aid*
- *a register/list showing the date of birth of all children on roll and routine staffing arrangements*
- *Children's personal details – including emergency contacts*
- *Accident and incidents*
- *Visitors record*
- *Single Central Record (not mandatory but highly advisable) - the Disclosure and Barring Service (DBS) records and any other documents summarising the checks on, and the vetting and employment arrangements of, all staff working at the setting*
- *all logs that record accidents, exclusions, children taken off roll and incidents of poor behaviour*

- *all logs of incidents of discrimination, including racist incidents*
- *complaints log and/or evidence of any complaints and their resolutions*
- *safeguarding and child protection policies*
- *Risk assessments*
- *fire-safety arrangements and other statutory policies relating to health and safety*
- *a list of any referrals made to the local authority designated person for safeguarding, with brief details of the resolutions*
- *details of all children who are an open case to social care/children's services and for whom there is a multi-agency plan.*

- **What are the 7 AOL? - Prime and Specific?**

Prime: communication & language, physical, and personal, social and emotional development.

Specific: literacy, mathematics, understanding the world, expressive art & design.

- **How will you ensure that leaders and practitioners provide an exciting and vibrant curriculum that covers all 7 areas of learning?**

By implementing a Continuous Provision Curriculum – including Heuristic play, baking / cooking / gardening / tinkering & Glue tables / construction & Loose Parts Play, role / imaginative play, yoga, music & movement, storytelling/ rhyme time, mud kitchen, Forest school, physically demanding activities such as climbing frames, pulleys, rope ladders, obstacle courses, other climbing equipment etc,

Holding leaders and practitioners to account for the quality of education through leadership meetings, supervision, team meetings, Learning Walks & direct observations, discussions with staff and children, monitoring the quality of curriculum, quality of teaching and children's progress.

- **Explain how the curriculum will be adapted to meet the individual needs of children including those with SEND?**

E.g. Helping all children achieve to the best of their abilities, despite any difficulty or disability they may have, for example providing a visual time table so that children with social communications can understand the daily routine; modify the curriculum to meet individual needs, for example showing children visual prompts so that they can understand instructions; ensure that practitioners are aware of and sensitive to the needs of all children, through sharing good practice, providing activities and resources that are accessible to all children.

SEN support for children under 5 includes:

a written progress check when the child is 2 years old

a child health visitor carrying out a health check for the child if they're aged 2 to 3.

- **Outdoor learning environment – to what extent will children benefit from outdoor play?**

Daily learning outdoors is about engaging children in many different ways. Practitioners act as facilitators, using multi-sensory and experiential approaches. This encourages the children to

become involved in emotional, physical, aesthetic, spiritual and cognitive experiences as part of their learning. Outdoor learning encompasses the 7 areas of learning. Whether it is reading a book outside or participating in a nature or listening walk, our continuous provision curriculum principles apply. High quality outdoor provision includes physical challenges – e.g. climbing, digging, lifting and moving large items, building dens and creating obstacles courses, exploring the natural world, being present in the moment and meditations. Children develop essential skills such as communication, negotiation, collaboration and cooperation as they work together to problem solve and see their ideas come to fruition.

Activities include; Mud Kitchen, Gardening, water / sand play, large loose parts and construction resources. Consequently, outdoor learning experiences are varied, engaging and challenging. Practitioners know how learning experiences that take place outdoors benefit the children – physically, emotionally, mentally, spiritually and socially.

- **How do you intend to involve parents within the setting and communicate with them?**

By taking an active role in the early childhood education process, parents can help ensure that their child has all the support they need to develop to their full potential. Parental involvement helps extend children's learning and creates a more positive experience for children. We think it is essential for parents to support the learning that happens in nursery as well as at home. Parents who are well informed about what their child is learning at nursery are better able to support their child's learning in the home.

Information sharing via electronic learning journals, messaging service, social media and website.

Not only does parental involvement help extend children's learning; it creates a more positive experience for children and helps children to make even better progress.

Ways in which we support and encourage parental involvement include, sensitive support during transitions and settling-in periods, learning journals, learning reviews and assessments, the Learning Wall, sharing information about how we implement our Continuous Provision Curriculum; and inviting them to take part during celebrations, festivals and festivities.

- **Explain how leaders and practitioners assess children's progress and attainment?**

Through professional and expert observations conducted by assigned key persons – knowledge of the child, their fascinations and interests. Use of the Learning Wall to capture and record new learning, sharing information with parents and seeking their input, use of learning journals, and professional knowledge of child development and how to support and enhance their learning.

- **Explain what we mean by the 3 'I's - Intent, Implementation and Impact?**

Intent – what we intend the children to learn through our Continuous Provision Curriculum, based on our knowledge of what the child already knows and can do.

Implementation – how we support, encourage and enhance children's learning through skilled teaching, interactions, conversations. Building on and deepening their understanding and taking every opportunity to identify and build on next steps in learning.

Impact – what difference do we make to children’s learning and development. We focus on capturing new learning and through the use of Learning Walls encourage and support children to take pride in their achievements.

- **What does Ofsted mean by Cultural Capital; and why is this important?**

This simply means the essential knowledge, those standard reference points, that we want all children to have. For example, it’s about being able to learn about and name things that are, for many, outside their daily experience. We will celebrate, acknowledge, and build on children’s knowledge, experiences, and interests. And, at the same time, provide new opportunities and experiences, to challenge, expand, and increase children’s knowledge, understanding, and skills.

For instance, we will help children to know how a library works, and they will have the opportunity to visit museums, art galleries, garden centres etc. But it will also include less concrete advantages, like developing the ability to collaborate, work together, explore other cultures, hold a conversation, interact socially, and being good at sharing and taking turns.

- **Explain key safety measures when administering medication to a child.**

Refer to your settings administration of medicines procedures.

- **How will children’s good behaviour be encouraged and promoted?**

Through Golden Rules of behaviour – agreed with the children, by acting as positive role modelling, being consistent and encouraging routines. Encouraging kindness, friendships, problem solving through discussion, nurturing the whole child and identifying triggers and potential difficulties.

- **Tell me what activities you would prepare for babies - up to 24 months? –** Based on a Continuous Provision Curriculum - *Heuristic Play, Baby Yoga, Stories / Rhyme Time & action songs / Music & Movement, sensory play – sand / water / cornflour / gloop / finger painting, role and imaginary play, loose parts play and construction, outdoor play etc.*

- **toddlers - 24m - 36m** - Based on a Continuous Provision Curriculum *Heuristic Play, Child Yoga, Stories / Rhyme Time & action songs / Music & Movement, sensory play – sand / water / cornflour / gloop / finger painting / playdough making, clay, writing wall, imaginative / role play, gardening, cooking / baking, glue table, mud kitchen, construction & loose parts play – indoors and outside, Forest school and outdoor learning etc.*

- **Pre-school - 36m +** - Based on a Continuous Provision Curriculum *Child Yoga, Stories / Rhyme Time & action songs / Music & Movement / sensory play – sand / water / cornflour / gloop / finger painting / playdough making, Clay, imaginative / role play, gardening, cooking / baking, construction and loose parts play – indoors and outside, Tinkering Table / glue table / creative art / STEM activities – encouraging and supporting children’s investigation, exploration and research / mud kitchen, writing wall, potion making, forest school type activities, physical challenges such as den building, digging, lifting heavy equipment, climbing. etc*

Be prepared to be asked to explain the learning benefits and intentions of specific aspects of your continuous provision curriculum – e.g. playdough making or the mud kitchen.

You can access my continuous provision curriculum documents with learning intentions etc via my website

www.deborahudakis.co.uk

- **What are the EYFS requirements regarding safeguarding-** *e.g. role of DSL is to research and keep up to date with safeguarding issues / to train, inform, advise and support leaders and practitioners on safeguarding matters. They have a responsibility to ensure referrals are made appropriately and that guidance, policies and procedures are followed.*
Frequency of safeguarding training for DSL (every 2 years) and for leaders and all other staff (every 3 years). Providers must develop and implement effective policies and procedures – in line with local authority and government policy / legislation, making referrals & reporting concerns. DSL is responsible for ensuring the training of staff / for conducting research / summarising key findings from serious case reviews / dealing with allegations against staff, understanding the role of LADO / Social Care / MASH / Ofsted, working together to safeguard children – key partners, professionals, and parents.
- **What are the key safeguarding issues and types of abuse.**
4 Types of abuse – Physical, emotional, sexual, neglect – also Female Genital Mutilation, Child Sexual Abuse, Radicalisation & Extremism, The Prevent Duty, Breast Ironing, County Lines, Disguised Compliance, child abuse linked to faith-based values, Modern Day Slavery, Cuckooing, Domestic Abuse, ACEs – Adverse Childhood Experiences, ...
- **What matters must you notify to Ofsted? And within what timescale?**

Changes that must be notified to Ofsted

*All registered early years providers must notify Ofsted of any change – (**within 14 days**):*

- *in the address of the premises (and seek approval to operate from those premises where appropriate); to the premises which may affect the space available to children and the quality of childcare available to them; in the name or address of the provider, or the provider's other contact information; to the person who is managing the early years provision*
- *any proposal to change the hours during which childcare is provided; or to provide overnight care*
- *any significant event which is likely to affect the suitability of the early years provider or any person who cares for, or is in regular contact with, children on the premises to look after children*
- *where the early years provision is provided by a company, any change in the name or registered number of the company*
- *where the early years provision is provided by a charity, any change in the name or registration number of the charity*

- *where the childcare is provided by a partnership, body corporate or unincorporated association, any change to the 'nominated individual'*
- *where the childcare is provided by a partnership, body corporate or unincorporated association whose sole or main purpose is the provision of childcare, any change to the individuals who are partners in, or a director, secretary or other officer or members of its governing body.*

- **If requirements are not met, what steps can Ofsted take?**

They can issue Actions, Welfare Requirement Notice (a legal notice – enforceable in law), Suspension of registration pending outcome of investigation, Ofsted can impose conditions on registration, Prosecution, and cancellation of registration.

- **The Education Inspection Framework introduced ...**

New judgements – Quality of Education, Personal Development, & Behaviour and Attitudes. A greater focus on the provision of the early years Curriculum as a means to enhance children's learning and development of knowledge and skills – the essential Cultural Capital that children need for successful learning and greater prospects in life.

Less emphasis on data – and more focus on children's learning through an enjoyable, exciting and challenging early years programme.

The Inspection conversation will be predominantly focused on direct observations of the quality of learning and teaching taking place – Intent, Implementation and Impact.

Practitioners and leaders are expected to talk with confidence and clarity about the learning and progress individual children make overtime as well as during activities.

- **How do you keep up-to-date with expectations of good practice and developments in the early years sector?**

Networks / professional forums / research / professional publications / LA support / discussions with colleagues and other owners / visits to outstanding settings / review of Inspection findings to identify emerging issues, news and updates from Ofsted and the DfE.

- **Give an example of recent research or early years development that has caught your interest recently.**

E.g.

Govt announcement that child / adult ratios may be adjusted to try and reduce childcare costs – specifically – that ratios for 2-year-olds can be increased from 1:4 to 1:5.

New funding arrangements.

- **How will you identify the settings strengths – and areas for improvement?**

We will conduct Daily Learning Walks / Accurate self-evaluation, quality Assurance, observations and monitoring, team discussions, professional supervision, use of action / improvement plans, having clear vision and expectations.

- **What is your vision for the setting?**

for children to be happy, confident, highly engaged and motivated learners, through the power of play, high quality teaching and emotional support.

- How do you ensure that the whole team works towards your vision for the future success of the setting?**

Through effective use of Supervision / team meetings / job descriptions / a robust and thorough induction / clear communication of policies and procedures / team training and professional development activities / shared ideas and ambitions / maintaining high staff morale.
- How do you deal with underperforming staff?**

*Attending Managing poor Performance workshop.
Regular and routine Quality Assurance monitoring of practice / supervision / honest and open feedback / acting as a strong role model / Learning Walk / procedures re competency.
Use of Personal Improvement Plans to address poor performance.*
- How do you support your team's health and well-being.**

Supervision / crucial support / induction / mentoring / coaching / one-to-one supervision session where we ask questions to encourage honest discussion and support / team meetings / healthy eating policy / honest feedback – supporting improvements in practice. Implementing policies such as menopause policy – being sensitive to the specific health and wellbeing needs of individuals.
- How have you previously demonstrated your commitment to supporting anti-discriminatory practice?**

We are an Inclusive setting / we operate an open recruitment strategy / we celebrate festivals and cultural events / we respect and celebrate cultures other than our own. Include specific examples – e.g. Black History, World Children's Day, building friendships through pen pals, culturally sensitive menus, activities, encouraging and welcoming home languages spoken.

Add other examples.
- How do implement and demonstrate British values in the setting?**

Celebrate cultures / caring and sharing / Golden rules of behaviour / caring and sharing for staff too – encouraging and supporting the child's voice / respect and tolerance – all part of expected behaviour, through day-to-day activities and through our exciting and challenging continuous provision curriculum – accessible to all. We seek children and parents' views and encourage their contributions to the life of the setting.
- Give examples of how you work with other external agencies or professionals to improve outcomes for children?**

Good links with EY LA team and other EY professionals, LADO / Mash teams, CPD opportunities taken up to enhance curriculum and outcomes for children. Partnership working with SENCo / Health Visitor / Dentist / Portage / Food banks etc

Anything else?
- Explain how you monitor and evaluate the quality of teaching, learning and care of the children, and the safety and security of the environment?**

We have High expectations that are effectively and consistently communicated / we provide a child originated and adult framed curriculum, our resources support child originated activities/ our leaders conduct daily Learning Walks and focus their monitoring on the 3 Is and the COET&L – Playing & Exploring, Active Learning, and Critical thinking & problem Solving.

We focus on positive teaching – high quality adult / child interactions and use of questioning and support to build on children’s learning and deepening their comprehension, as well as to identify any gaps in learning.

We use Learning Walls to capture new learning and skill development. We focus on providing an enabling environment that acts as the Third teacher.

We take the Safety of children very seriously and highlight safety risks to children / helping them to consider and conduct risk assessments for themselves / we conduct daily risk assessments- carried out by adults and children.

Security arrangements are rigorous, we check visitor IDs and restrict access to the setting with locked doors, keypads, security codes and passwords.

- **When conducting monitoring observations of the quality of education, what is your focus?**

Child led activities - a curriculum that is child originated and teacher framed / the quality of practitioner’s interactions with children, what learning is taking place / challenge and differentiation / children’s engagement and enjoyment, the quality of the curriculum across the 7 AOL – focusing on the COET&L – Playing & Exploring, Active Learning, Critical Thinking. Skilled practitioners seize opportunities and Teachable moments to focus on individual children’s next steps in learning – using in the moment rather than planning to address next steps later.

We look for evidence of the 3 'I's – what is the learning intention, how are practitioners implementing the curriculum and making the most of teachable moments and importantly – what evidence is there of impact – on children’s learning, skills and confidence.

- **Explain your observation and assessment processes.**

We Focus on 3 I’s, COET&L and Leuven Scales of well-being and involvement in learning – practitioners accurately assess child’s starting points through the use of skilled observations / including the child’s voice – what they tell us about their learning. We use practitioner’s knowledge of the children – what they already know and can do to help identify next steps which informs in the moment teaching opportunities.

- **How do you capture the voice of children - to find out what it is like for a child at your setting?**

Via Learning Walls to capture and record new learning. Focus on PSED and communication and language during discussions and in group times. Practitioners ask open ended questions and use child originated activities to gain an understanding of what it is like for a child at the setting.

We will develop a child council – involving the pre-school children where they will discuss all sorts of issues – including menus, resources, what they like / don’t like etc. We will incorporate children’s ideas into the curriculum, and we will use child conferencing and story scribing to capture children’s ideas, suggestions and views. We will encourage children to make use of cameras and tablets to record their learning – seeing through the child’s eyes.

- **What does an exciting and challenging early years curriculum look like?**

Child originated and teacher framed, high levels of engagement, enjoyment and involvement, opportunity for sustained engagement and shared thinking, research, exploration and investigation, clear evidence of COET&L, and high levels of engagement and involvement. Practitioners follow child's interests, it is seasonal – takes account of their environment and experiences, across 7 AOL – hands on / brains on learning predominates.

- **Explain how have you developed a strong and effective team?**

High expectations / strong focus on recruiting the right people / well-qualified and experienced – use of effective supervision / team meetings / CPD / ongoing professional support, clear policies and procedures – consistently communicated and applied, shared Vision & ambition.

- **Explain the main documentation you are required to maintain to meet EYFS.**

E.g. Accident / incident records / medication records / child personal details, 2 yo progress check, risk assessments / employee details / supervision records

- **How do you risk assess and reduce risk of cross contamination?**

Daily and routine assessment of risk / formal risk assessment / children encouraged to risk assess, hand washing, effective cleaning routines, minimising / eliminating risks, employ daily cleaner using CoSHH, cleaning rota for all toys and laundry items.

- **How do you ensure that adult/child ratios are consistently met?**

Use of rotas, Monitoring and observation. Attendance records maintained – ages of children taken into account / all practitioners understand adult / child ratios. Contingency plan in place with use of bank staff and agency staff to step in if needed.

- **How do you encourage and support children's independence - especially during routines such as lunchtimes?**

Children's independence is a strong aspect of our setting, setting tables for lunch, self-serving, helping to clear away. Our curriculum is child originated and teacher / adult framed – based on children's interests and fascinations – resources and all activities are accessible to all – and children are encouraged to develop their thinking and learning through independence as well as adult support. Numerous opportunities throughout the day for children to develop strong PSED, communication and independent skills.

- **Why is the key person of such vital importance? How do you ensure all parents know who their child's key person is?**

The key person provides a one-stop shop about everything about the child / parents build strong connection with the key person / builds trust and confidence in the setting.

- **Give examples of current local and national safeguarding and child protection issues / concerns?**

*CSE – County Lines / Children missing from Education / Faith based abuse / Domestic abuse, Online bullying etc
Poverty, Food Poverty, fuel poverty, bed poverty. **Add any recent Serious Case Reviews.***

- **What would you do if you thought that a member of staff was acting inappropriately towards children?**

Initiate policies and procedures – follow them exactly.

Refer concerns to LADO - and you may also refer to MASH if child is known to the LA. Separate and isolate MOS from children – possibly suspend without prejudice pending outcome of investigation – LADO will advise on this.

Notify Ofsted within 14 days.

- **What would you do if a child disclosed a safeguarding issue to you?**

Note exactly what child has said, do not ask leading questions, report to DSL / Nursery Manager and follow agreed procedures - refer to MASH or LADO if relates to member of staff. Do not inform parents until allowed by LADO or MASH.

- **Give a brief summary of the Prevent Duty.**

The Governments response to deal with radicalisation and extremism.

It requires all education providers 'to help prevent the risk of people becoming terrorists or supporting terrorism'. This includes safeguarding learners from extremist ideologies and radicalisation.

Most importantly, providers should consider the needs of children, young people and adult learners at each stage of the safeguarding process. Providers should consider radicalisation concerns in line with their existing safeguarding processes, skills and experience.

- **Explain Breast Ironing.**

A harmful practice designed to prevent young girls being sexually abused.

It's the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (sometimes years) in order for the breasts to disappear or delay the development of the breasts entirely.

- **Explain possible signs that a child / young person is at risk of sexual exploitation.**

Disclosure / changes in behaviour / physical injury / discomfort / gifts such as mobile phones, cash and jewellery, having a 'boyfriend' / 'girlfriend' who is much older, being secretive.

- **What might alert you that a child is at risk of FGM.**

Extended holidays in high-risk areas, a visiting elder family member from high-risk areas, child talks of a special ceremony. Child's parent was subjected to FGM.

FGM is mostly carried out on young girls between infancy and adolescence, and occasionally on adult women. According to available data from 30 countries where FGM is practiced in the western, eastern, and north-eastern regions of Africa, and some countries in the Middle East and Asia, more than 200 million girls and women alive today have been subjected to the practice with more than 3 million girls estimated to be at risk of FGM annually. FGM is therefore of global concern.

- **Briefly explain the notion of County Lines.**

Child Sexual abuse and other types of exploitation – gangs of drug and trafficking using children and young people across county lines. Case reviews indicate that it affects all villages and towns.

- **What is your understanding of Ofsted's use of the term Cultural Capital?**

*The development of skills and knowledge necessary for lifelong success.
That is why it is so important that our curriculum is rich, varied, challenging and exciting.*

- **How do you ensure that all children make consistently good progress?**

A strong expectation that all children attending nursery make good progress in their learning. Parents are actively involved in their child's learning – and we encourage them to become fully involved in the assessment process. Learning Walks / Learning Wall / Monitor the quality of teaching / CPD including supervision to further enhance the quality of teaching.

- **How do you raise children's attainment in writing?**

Mark making opportunities are plentiful – Writing Wall, in sand play, when making playdough, outdoor play, mud kitchen, during gardening and baking activities, painting etc. Early writing is supported through the well-planned continuous provision curriculum, children use a wide range of tools to practice their early handwriting. We follow children's interest and look for ways to incorporate mark making and writing across the curriculum. Gardening, playdough making, baking and cooking activities are just some of the ways that children's love of literacy is encouraged and supported.

- **Explain the importance of observation, planning and assessment to support good learning and progress?**

Accurate assessment of Starting points / knowledge and understanding of child development and how to enhance existing learning and build on the child's knowledge through in the moment teachable moments and opportunities / providing and enabling environment – one that acts as the third teacher / focus on 3 I's / regular observations focus on evaluation of new learning, planning and assessment.

- **How do you secure good outcomes for children with special educational needs, medical conditions, and/or disabilities?**

*Starting points / all about me / partnership with parents / 2 yo check / ongoing observations/ links with external agencies and professionals e.g. HV / SENCo / SALT support – parents a key partner throughout the journey.
We have a clear expectation that our practitioners and curriculum will support SEND children to achieve the best possible outcomes.*

- **Give examples of how you have developed partnerships with parents and how this has positively impacted on children's learning?**

*Our partnership with parents is strong. Communication and interactions are positive. Parents contribute to their child's learning journey. Parent events and celebratory occasions. Learning Wall / online learning tracking.
We encourage and support their involvement and sharing of skills – e.g. storytelling, cooking, capturing and recording children's learning.*

- **What do you mean by school readiness?**

There are 17 early learning goals that we want the children to achieve at the end of the foundation stage. While there is no clearly defined set of skills that indicate school readiness, we encourage and support children to develop essential self-care skills and independence – e.g. dressing and undressing, toileting, feeding themselves, following instructions, speaking and listening, cooperating, problem solving, asking for help when needed etc. We help them to develop their resilience and positive behaviour and attitudes. Through our high-quality curriculum, children accumulate the Cultural Capital necessary to support their next stage of education.

Examples of school readiness

Children are prepared to be separated from their parent or main carer

Are able to clearly demonstrate their ability to listen and follow age appropriate instructions

show an interest in a variety of subjects, paying attention to the subject or activity they are taking part in

have enough of a range of vocabulary and language to express their needs, feelings, thoughts or ideas

Are able to identify themselves by name, age, state factors in their life, name family members etc...

Are able to interact in an age-appropriate way with another child or adult

Are able to interact, share and play, taking responsibility for their actions, understanding repercussions for their actions

focus on and also show interest in the work they are undertaking

are able to observe, notice, discuss and ask questions about their environment and experiences

Are able to engage with books, have some understanding of words and language

respond to boundary setting

are able to vocalise their needs such as toileting, thirst, hunger illness etc...

- **Tell me how you support successful transitions – e.g. settling into nursery & moving to school?**

Having a sensitive Settling in policy that is bespoke and unique to each child

Conducting initial home visits.

Establishing effective partnership with parents – including communication and information sharing.

Parents are deeply involved in the settling in process – children may use a comforter to help with separation and anxiety.

Moving to school – invitations to schools to visit the setting / profiles sent to schools / changes in routines in preparation for school.

Annex A

Providers on the Early Years Register and Childcare Register

Registered providers must tell Ofsted about serious incidents or changes to their registration as soon as practical, but within 14 days. If you fail to inform us you may commit an offence.

Incident or change	Childminders and childcare providers on the Early Years Register	Childminders, nannies and childcare providers on the Childcare Register	How to notify Ofsted
Allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere) and any relevant actions taken.	Yes	Yes (no qualification to any person, and not required to notify Ofsted of action taken)	Report a serious childcare incident
Serious accident (including food poisoning affecting 2 or more children) or injury to, or death or illness of, any child while in their care, and the action taken (see guidance on reporting accidents and injuries)	Yes	Yes (not required to notify Ofsted of action taken)	Report a serious childcare incident
Death or illness of, or serious accident or injury to, an adult on the premises.	No	Yes (except nannies)	Report a serious childcare incident
The sudden serious illness of any child for whom later years provision is provided.	No	Yes	Report a serious childcare incident
Details of any order, determination, conviction or other ground for disqualification from	Yes	No	Report a serious childcare incident Please provide:

Any change: - in the address of the premises - to the premises that may affect the space available to children and the quality of childcare available to them - to the name or address of the provider, or the provider's other contact information - to the person who is managing the early years provision	Yes	Yes (except nannies) (The General Childcare Registration Regulations, schedule 3, paragraph 26(b) refers to suitability rather than just change of details)	Email enquiries@ofsted.gov.uk
Any change to adults (persons aged 16 years or older) living or working on childminding or childcare on domestic premises.	Yes	Yes	Report new adults in the home Tell Ofsted about adults leaving the home
Change to the registered person, nominated individual or manager.	Yes	Yes	Report changes to registered people in your nursery or other daycare
Change to the name or registered number of the company or charity providing care.	Yes	Yes	Email enquiries@ofsted.gov.uk
Change of name or address of the committee, partnership, unincorporated body or agency.	No	Yes	Email enquiries@ofsted.gov.uk
Days and hours during which later years childcare is to be provided.	No	Yes	Email enquiries@ofsted.gov.uk
Any proposal to change the hours during which childcare is provided or if the provision will include overnight care.	Yes	No	Email enquiries@ofsted.gov.uk
Change of member of the partnership, committee or corporate or unincorporated body	No	Yes	Email enquiries@ofsted.gov.uk

Change of member of the partnership, committee or corporate or unincorporated body.	No	Yes	Email enquiries@ofsted.gov.uk
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If the childcare is provided by a partnership, body corporate or unincorporated association whose sole purpose is the provision of childcare, any change to the individuals who are partners in it, or any change in a director, secretary or other officer or members of its governing body.	Yes	Yes	Email enquiries@ofsted.gov.uk
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If the childcare is provided by a partnership, body corporate or unincorporated association, any change to the 'nominated individual'.	Yes	Yes	Email enquiries@ofsted.gov.uk
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Serious accident (including food poisoning affecting 2 or more children) or injury to, or death or illness of, any child while in their care, and the action taken (see guidance on reporting accidents and injuries)	Yes	Yes (not required to notify Ofsted of action taken)	Report a serious childcare incident