

Suitable Person Interview:

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?

- **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 – 2021
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

The Education Inspection Framework - sets out how Ofsted inspects maintained schools, academies, non-association independent schools, further education and skills provision and registered early years settings in England.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf

Early years inspection handbook for Ofsted registered provision - describes the main activities inspectors undertake when they conduct inspections of early years providers in England registered under sections 49 and 50 of the Childcare Act 2006.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828465/Early_years_inspection_handbook.pdf

Early Years Compliance handbook - sets out Ofsted's policy and approach to its compliance and enforcement work for providers who are registered on the Early Years and/or the Childcare Register.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/789620/Early_Years_Compliance_Handbook_260319.pdf

Inspecting safeguarding in early years, education and skills settings - 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.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828763/Inspecting_safeguarding_in_early_years_education_and_skills.pdf

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 placed on individual services*
- *a framework for the three local safeguarding partners (the local authority; a clinical commissioning group for an area, any part of which falls within the local authority; and the chief officer of police for a police 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 clinical commissioning group for an area, any part of which falls within the local authority) 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
www.gov.uk/government/publications/working-together-to-safeguard-children--2

There is a separate Registration handbook.

- How many children? Age groups and space – what are the space requirements? Can you provide evidence of sufficient space for each age group?
- **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.

- Catering arrangements?
- How do you intend to encourage and promote healthy eating?
- How will you ensure the nursery and resources are safe and clean?
- Explain the procedures and process to ensure the suitability of early years leaders and practitioners?
- Describe your ideal nursery manager / leader – what skills, knowledge, qualifications, and characteristics are you looking for?
- 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, Induction & probation.

- 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, communication and working in partnership with parents, Creating a Magical Curriculum: Inspiring Awe & Wonder across the 7 AOL, Strong Leaders, The Learning Walk

- 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

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*
 - *Childrens 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?

- **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, 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.

- **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.

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.

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 ...

- Explain how leaders and practitioners assess children's progress and attainment?
- Explain what we mean by the 3 'I's - Intent, Implementation and Impact?
- What does Ofsted mean by Cultural Capital; and why is this important?
- Explain key safety measures when administering medication to a child.
Refer to administration of medicines procedures
- How will children's good behaviour be encouraged and promoted?
- **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, 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*

 - What are the ratios for 0-1years (1 staff:3 babies), 1-2 years (1 staff:3 children), 2-3 years (1 staff:4 children), 3-5 years (1staff:8 children)?

 - **What are the EYFS requirements regarding safeguarding-** *e.g. role of DSL – to research and keep up to date with safeguarding issues / to train, inform, advise and support leaders and practitioners on safeguarding matters. Frequency of SG training for DSL (every 2 years) and leaders and all other staff (every 3 years), development and implementation of effective policies and procedures – in line with local authority and government policy / legislation, making referrals & reporting concerns, training staff / 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 FGM, CSE, The Prevent Duty, Breast Ironing, County Lines, Disguised Compliance, child abuse linked to faith based values, Modern Day Slavery, Domestic Abuse ...

 - 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?**

Actions, Welfare Requirement Notice, Prosecution, and cancellation of registration.

- **What were the key changes / differences in the Education Inspection Framework?**

New judgements – Quality of Education, Personal Development, & Behaviour and Attitudes.

There is 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.

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 / 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. EIF – and Ofsted’s research findings which has led to changes in EIF – e.g. moving away from data led inspections to conversation led inspections.

Recent Govt announcement that child / adult ratios may be adjusted to try and reduce childcare costs – eagerly awaiting how this might impact on settings.

Recent budget announcements re subsidised childcare.

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

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?**
Inclusive setting / open recruitment / celebrating festivals / respect and celebration of cultures other than our own. Any specific 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 – caring and sharing / 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.
- 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?**
High expectations/ we provide a child originated and adult framed curriculum, resources support child originated activities/ Learning Walks / focused 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.

- **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 practitioners 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.

Skilled practitioners seize opportunities and Teachable moments to focus on individuals 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 their of impact – on children's learning, skills and confidence.

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

Focus on 3 I's and COET&L – practitioners accurately assess child's starting points / use of observations / including child's voice – what they tell us about their learning / use practitioners 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 - Focus on PSED – discussions in group time / circle time / open ended questions / child led activities / child council / children's ideas incorporated into curriculum, child conferencing and story scribing / children make use of cameras and tablets to record their learning.

- **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, practitioners follows child's interests, it is seasonal – takes account of their environment and experiences, across 7 AOL – hands on / brains on learning predominates.

- **Explain what Ofsted means by Intent, Implementation and Impact in relation to the quality of education.**

- **Explain how have you developed a strong and effective team?**
High expectations / strong focus on recruiting the right people / well-qualified and experienced – supervision / team meetings / CPD / ongoing professional support, clear policies and procedures – consistently communicated and applied, shared Vision & ambition .
- **What is the role of Ofsted?**
To improve quality of education through Inspection and regulation.
- **Explain the main documentation you are required to maintain to meet EYFS.**
E.g. Accident / incident recs / medication recs / child personal details, 2 yo 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, 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

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

Initiate policies and procedures – refer concerns to LADO / MASH. Separate and isolate MOS from children – possibly suspend without prejudice pending outcome of investigation.

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

Note what child has said – 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.

- **Explain Breast Ironing.**

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

- **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.
- **Briefly explain the notion of County Lines.**
Child Sexual and other types of exploitation – gangs of drug and trafficking using children and young people across county lines.
- **What is your understanding of Ofsted's use of the term Cultural Capital?**
The development of skills and knowledge necessary for life long success.
- **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. 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 one way 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. SENCo / SALT support – parents a key partner throughout the journey.

- **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

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

17 early learning goals / self care and independence / resilient / children have 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?**

Settling in policy / home visits / partnership with parents/ communication and information sharing / parents involved in settling in process / use of comforter to help with separation and anxiety

Moving to school – invitations to schools to 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:

<p>Details of any order, determination, conviction or other ground for disqualification from registration that affects either:</p> <ul style="list-style-type: none"> - the registered person - any adult living, or providing childminding or childcare on domestic premises 	Yes	No	<p>Report a serious childcare incident</p> <p>Please provide:</p> <ul style="list-style-type: none"> - the date of the order, determination or conviction, or the date when the ground for disqualification arose - the name of the body or court that made the order, determination or conviction, and the sentence (if any) imposed - a certified copy of the relevant order (for an order or conviction)
<p>Details of any criminal convictions and cautions of the nominated individual or anyone applying to register to provide later years provision.</p>	No	Yes	<p>Report a serious childcare incident</p> <p>Please provide:</p> <ul style="list-style-type: none"> - the date of the offence - the nature of the offence - the place where the offence was committed - the name of the court, the date of conviction and the penalty imposed/the date of the caution
<p>Any significant event, or change to health, that is likely to affect the suitability of the registered person or any person who cares for, or is in regular contact with, children on the premises to look after children.</p>	Yes	Yes	<p>Report a serious childcare incident</p>
<p>Any change:</p> <ul style="list-style-type: none"> - in the address of the premises - to the premises that may affect the space available to children and 	Yes	Yes (except nannies) (The General Childcare Registration Regulations, schedule 3,	<p>Email enquiries@ofsted.gov.uk</p>

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
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
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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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