Out of School Care: Guidance to the National Standards
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# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>How to use this Guidance</td>
<td>4</td>
</tr>
<tr>
<td>Glossary</td>
<td>5</td>
</tr>
<tr>
<td>Standard 1 Suitable person</td>
<td>7</td>
</tr>
<tr>
<td>Standard 2 Organisation</td>
<td>9</td>
</tr>
<tr>
<td>Standard 3 Care, learning and play</td>
<td>14</td>
</tr>
<tr>
<td>Standard 4 Physical environment</td>
<td>17</td>
</tr>
<tr>
<td>Standard 5 Equipment</td>
<td>21</td>
</tr>
<tr>
<td>Standard 6 Safety</td>
<td>23</td>
</tr>
<tr>
<td>Standard 7 Health</td>
<td>30</td>
</tr>
<tr>
<td>Standard 8 Food And Drink</td>
<td>36</td>
</tr>
<tr>
<td>Standard 9 Equal Opportunities</td>
<td>38</td>
</tr>
<tr>
<td>Standard 10 Special Needs (including special educational needs and disabilities)</td>
<td>41</td>
</tr>
<tr>
<td>Standard 11 Behaviour</td>
<td>44</td>
</tr>
<tr>
<td>Standard 12 Working In Partnership With Parents And Carers</td>
<td>47</td>
</tr>
<tr>
<td>Standard 13 Child Protection</td>
<td>51</td>
</tr>
<tr>
<td>Standard 14 Documentation</td>
<td>53</td>
</tr>
<tr>
<td>Annex A Alternative criteria for open access schemes</td>
<td>58</td>
</tr>
<tr>
<td>Annex B Overnight Care</td>
<td>61</td>
</tr>
<tr>
<td>Appendix 1 Useful Contacts</td>
<td>64</td>
</tr>
<tr>
<td>Appendix 2 Poisonous Plants</td>
<td>70</td>
</tr>
</tbody>
</table>
Introduction

The National Standards are a set of ‘outcomes’ that providers should aim to achieve. One example of an outcome is ‘a safe garden’; another is that ‘people looking after children are suitable to do so’. Providers will reach those outcomes in different ways, depending on the particular circumstances they operate in.

Ofsted will expect providers to demonstrate how they achieve each of the standards. The purpose of this guidance, therefore, is to help providers to meet the standards. It also explains how Ofsted Childcare Inspectors will register and inspect against the National Standards.

Each standard has supporting criteria which give pointers about how it can be met. Providers must have regard to these criteria when deciding how they will meet the standard.

In addition to meeting the National Standards, the provider must also meet a set of regulations. These regulations are included in this guidance.

The guidance contains a few examples of good practice. However, a website containing further examples will be developed and updated regularly.

Ofsted hopes that this guidance will help providers and development workers ensure good quality provision for all young children.

July 2001
How to use this Guidance

This guidance has been written for providers of out of school care. It should also be useful for inspectors and those in local authorities who work to give information, advice and training to providers.

The guidance is set out under the fourteen National Standards and two Annexes, one for Open Access Schemes and one for Overnight Care.

Each of the fourteen standards is followed by a ‘focus’ statement. This describes the key features of that standard for each type of provider.

The criteria for each standard have been grouped for convenience. However, they are numbered so that you can refer back to the National Standards.

The last section for each standard explains what an Ofsted Childcare Inspector looks for and how they will make judgements when carrying out registration and inspection visits.

The guidance should be helpful for new applicants as they prepare for registration. Working through each standard and understanding what the inspector will look for will help you know if you are ready to be registered.

The guidance will also be useful for existing providers in getting to grips with the new National Standards before being inspected.

You should use the guidance alongside the National Standards for your type of provision.
Glossary

**Applicant:** a person who applies to become a registered provider of day care or childminding.

**Registered person:** a person deemed qualified to care for children and whose name appears on the certificate of registration. A company, committee or other group may be registered and where this is the case, a nominated person (see above) will be required.

**Qualified:** the person meets requirements regarding the suitability of persons and premises and adheres to the National Standards and other regulations.

**Nominated person:** the person put forward by a company, committee or other group to act as the point of contact with Ofsted.

**Manager:** the person in day to day charge of the setting. The manager need not be the same person as the registered person. If not, the manager will be recruited and vetted by the registered person but will not be registered in his/her own right. A manager must have appropriate qualifications and experience.

**Person in charge who is present:** the senior person on the premises at the time. This must be someone who has been vetted and who has appropriate qualifications and experience.

**Provider:** a person who provides a day care or childminding service.

**Parent:** any person with parental responsibility for a child.

**Early Years Childcare Inspector:** a person employed by Ofsted who is responsible for regulating day care and childminders.

**SENCO:** Special Educational Needs Co-ordinator. An identified member of staff who has responsibility for co-ordinating services for children with special needs. Support and advice on special needs is available through the EYDCP.

**Ofsted:** The Office for Standards in Education. From September 2001, the Early Years Directorate of Ofsted will be responsible for the regulation of day care and childminding.

**DfES:** Department for Education and Skills. (formerly the DfEE: Department for Education and Employment). The government department responsible for producing the National Standards.

**EYDCP:** Early Years Development and Childcare Partnership. Representatives brought together by the local authority from the maintained, voluntary and private sector, to plan how early years education and childcare will be developed and expanded.

**QCA:** The Qualifications and Curriculum Authority. The organisation responsible for developing the National Qualifications Framework and the Curriculum Guidance for the Foundation Stage (in partnership with the DfES).
Local Authority: the elected council which provides local public services such as Social Services, Education and Environmental Health.

Registration: the process of checking that an applicant is suitable to care for children in safe and suitable premises.

Inspection: a system to provide a regular check to ensure that providers meet the National Standards and other regulations.

Investigation: the action taken following a complaint, an allegation, or, when a breach of requirements is suspected.

Enforcement: action taken by Ofsted when requirements are not met.

Notifiable disease: a disease which, by law, has to be notified to the Health Authority. Further information can be obtained from the local Public Health Department.

BS EN: British Standard European Number. A number given to an item by the British Standards Institute after testing, to indicate its compliance with safety or other standard (see Appendix 1).
Standard 1 Suitable Person

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

The focus for Standard 1

The quality of the provision depends upon the suitability of the adults providing day care. Ofsted makes a judgement about the suitability of all registration applicants and registered persons. Responsibility for deciding on the suitability of other prospective staff rests with the applicant/registered person.

Children Act Regulations – you must tell Ofsted about any changes to the person in charge or to adults living or working on your premises. You must also inform Ofsted about any matter that might affect their suitability.

Points to consider to meet Standard 1

Suitable person (Reference criteria 1.1 – 1.3)

Ofsted looks at the following points when considering suitability:

- understanding of the National Standards and ability to meet them;
- ability to provide warm and consistent care;
- relevant training qualifications and experience;
- any convictions or any other information that might put the safety and welfare of a child at risk or make you disqualified from providing day care;
- mental and physical fitness to care for children;
- ability to make decisions about the suitability of any staff or volunteers.

Suitable staff (1.1 – 1.3)

You are responsible for the recruitment of suitable staff and ensuring any volunteers or students on placements are suitable. You must make the decision about their suitability, taking into account all of their circumstances and the role they are to have.

To help you establish whether a person is suitable, consider:
effective procedures for staff appointments. For example, in documentation such as advertisements, job descriptions and application forms;

equal opportunities during the recruitment and interviewing process;

asking for evidence of qualifications and experience;

asking about an applicant's knowledge of important childcare matters such as the needs of children, the National Standards and equal opportunities;

ensuring checks are carried out on their suitability.

Ofsted will carry out the following checks on people who are to look after children:

- criminal records;
- the Protection of Children Act list and DfES list 99;
- social services information.

Ofsted will let you know if there are any concerns about the suitability of an individual as a result of any of these checks. The responsibility for their appointment remains with you. If you have concerns about the suitability of staff, students or volunteers, Ofsted can give further advice.

You need to ensure a member of staff always accompanies any adults who have not been checked. Such people may include visitors to the premises such as suppliers, trades people and entertainers.

**Person in charge (1.4)**

The person in charge should normally be suitably qualified, or the registered person must have an action plan detailing how they intend to meet the qualification requirements (Standard 2). It is not possible to publish a complete list of current suitable qualifications because of their range and diversity. However the person in charge must be able to demonstrate to Ofsted that their qualification enables them to carry out their role competently.

The Department for Education and Skills (DfES) is currently working with The Early Years National Training Organisation (EYNTO) and the National Training Organisation for Sport, Recreation and Allied Occupations (SPRITO) to develop a comprehensive list of relevant childcare qualifications.

Qualifications alone, without appropriate experience, skills and ability, are not sufficient for a person in charge.

**What the inspector looks for**

- the records you hold about your staff, volunteers and students;
- your procedures for appointing new staff;
- your procedures for ensuring supervision of volunteers and students;
- any certificates of training or qualifications;
- any changes to your circumstances since the last inspection.
Inspectors carry out interviews with you and your manager or person in charge (where applicable) to assess your suitability to provide day care.

The inspector bases judgements on the extent to which:

- you and your staff have relevant training, qualifications and experience;
- you have suitable arrangements to protect children from persons who are not vetted;
- your procedures for appointing and vetting staff are effective.

**Standard 2 Organisation**

*The registered person meets required adult:child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children’s needs effectively.*

**The focus for Standard 2**

*Where organisation is effective appropriately experienced and qualified staff have a clear understanding of their role and responsibilities. Relevant induction procedures and opportunities to receive further training help staff develop their skills in organising provision that meets children’s individual needs.*

**Points to consider to meet Standard 2**

**Staff ratios and deployment (Reference criteria 2.1, 2.2, 2.6 – 2.11)**

You should always have sufficient staff so that minimum ratios are maintained at all times. These staff should work directly with children. You may achieve this by:

- employing additional staff, for example cleaners and administrators;
- carrying out cleaning and maintenance tasks when children are not on the premises;
- making the manager or person in charge supernumerary.

When deploying staff and deciding on staffing ratios you need to consider:

- security;
- the size and layout of the premises inside and outside;
- the location of facilities such as toilets and changing areas;
- the ages and abilities of the children, including those with special needs;
- the qualifications and experience of staff and volunteers;
the activities being offered;
the structure of the day and children’s patterns of attendance.

Regular volunteers who may be taken into account in staffing ratios are people who you expect to attend on a planned and regular basis.

Students who are primarily in the building on a short term basis may not be counted in the staffing ratios. However, students placed for longer periods, for example a year, may be counted in staffing ratios if you consider them to be competent. When determining supervision needs for students you should consider whether they have a satisfactory police check, and their competence and experience. Evidence for this decision should be kept on the premises (see 2.5, below).

Any deputy employed should have the appropriate qualifications, skills and experience to take full charge in the absence of the manager. When assessing their suitability take account of the roles and responsibilities of the job, including the size and demands of your provision. Similarly any person left in charge needs to meet the qualification requirements for supervisory staff.

Contingency arrangements

It is advisable to have contingency arrangements for staff absences and emergencies. Where there is an emergency which threatens staff ratios, you need to demonstrate to the child care inspector how you assessed and dealt with the risk. Suitable measures include:

- drawing on a pool of suitable staff;
- managing numbers of incoming children;
- contacting parents to take children home.

Where staff take breaks you must maintain overall required staffing ratios by measures such as:

- re-grouping of children;
- reorganising of rooms and activities;
- re-deploying other suitable staff;
- making sure sufficient staff remain on the premises.

Outings

Appropriate staffing levels for outings depend on how the safety of the children can be assured, in line with the individual needs of the children. Other factors to consider include where you are going, how you will get there, and what you intend to do. You may wish to carry out a risk assessment identifying any potential hazards on the journey or at the location.
Groups of children and key workers (2.3)

The number of children you care for is stated on your certificate of registration. However, within this number, children may be split into groups. An effectively partitioned large room may accommodate more than one group of children. When grouping children think about:

- the size of the space being used;
- the ages, abilities and needs of the children;
- the staffing arrangements;
- the activity the children are involved in.

You may wish to consider flexible grouping of children to vary their experiences throughout the day or session. When moving children and staff between groups in the course of the day consider:

- the suitability of activities;
- the needs of all children concerned;
- whether you are still complying with all the National Standards.

The key person has an important role in maintaining consistency and continuity of care. They can assist in supporting children in their activities and development. They provide a vital link with parents and carers and can be crucial in settling children into the setting. The role may also include record keeping for individual children.

Where children aged over 7 attend your setting, consider how these older children affect the grouping of children; staffing arrangements including staff ratios for all ages of children attending; the use of space; and the planning of activities.

Staff training and qualifications (2.4)

Short-term holiday care schemes can find it difficult to recruit sufficient qualified staff or to arrange for recruits to be trained to the required level. Where this is the case, Ofsted will look for evidence that:

- permanent staff meet the qualifications ratio;
- other staff have been adequately briefed about their role and duties;
- the deployment of permanent and experienced staff ensures adequate guidance and support to less experienced colleagues.

Supervisors

All supervisors should normally hold a level 3 qualification. A supervisor is someone who has responsibility for other members of staff.
All staff

If your staff do not meet the qualification requirements, you should prepare an action plan setting out how you intend to meet qualification requirements. Effective action plans are simple and achievable. They usually include:

- a summary of existing staff qualifications and details of the shortfall (the existing position);
- what needs to be done;
- the actions to be taken to achieve this;
- a timescale (when it should be done by);
- review dates;
- any problems encountered, for example, unsuccessful recruitment initiatives or lack of access to appropriate training.

For all staff to carry out their responsibilities effectively they need to understand how the setting works and know what is expected of them. You need to make sure that they have the necessary skills and experience to do the job. (See Standard 1: Suitability)

You can achieve this by:

- job descriptions setting out the different roles and responsibilities;
- induction training which informs staff about the way the setting operates and how they fit in. The length of an induction period is likely to depend on the experience, qualifications and role of the new staff member. Later it may include other aspects of the job such as team working. Spreading out the induction period ensures that new staff are not overloaded with information all at once. Once completed, a review of each person’s induction should ensure that they understand all aspects covered. Where an out of school provision anticipates frequent changes in the children attending or is time-limited, staff and volunteers should be inducted before children attend;
- continuing training helps individuals, and the staff group as a whole, maintain an appropriate skill base for the care of children. It is important that staff are encouraged to maintain their professional development. This can be achieved by regular staff appraisal to ensure the training needs of staff are identified and met.

Records (2.5)

Children Act Regulations – you must keep on the premises the name and address and telephone number of yourself, staff members, anyone living or employed on the premises, and any other person who will regularly be in unsupervised contact with children.
Records on staff, volunteers and committee members should be kept confidential and only available to those who have a right or professional need to see the information. Consider where such records are to be stored, such as in a lockable filing cabinet. If records are transported to and from the setting consider including any security measures in your risk assessment.

**Specialist Sporting or Adventure Activities (2.12)**

As well as ensuring that sporting or adventure activities are supervised by appropriately competent staff, you will need to ensure that staffing arrangements comply with criteria 2.4, 2.6 and 2.8. This might be achieved by:

- recruiting specialist staff who also have child care qualifications or who can demonstrate child care experience;
- ensuring that within the required ratios, there are always child care staff on duty with specialist staff.

**Registration System (2.13)**

*Children Act Regulations* – you must have procedures to be followed in the event of a child being lost or a parent failing to collect a child.

When setting up a registration system consider the following:

- whether individual children’s details and needs are known;
- recording who will be collecting children;
- recording time of arrival and departure of children, staff and visitors;
- ensuring information is regularly updated;
- how and when registers will be used in an emergency;
- where registers will be kept;
- when registers will be taken;
- ensuring all staff are aware of their responsibilities to keep registers;
- keeping a record of all other people on the premises.

**What the inspector looks for**

- where and how staff records are stored;
- attendance registers for children and staff.

The inspector bases judgements on the extent to which:

- you make good use of staff, space and other resources so that children are well cared for and supported during their time with you;
● sufficient staff are working directly with the children;
● required staffing levels are maintained;
● children are grouped appropriately so that they feel secure and confident with the adults looking after them;
● your arrangements for induction and training for staff cover the required elements;
● you have effective strategies for ensuring that minimum qualification levels are met;
● your arrangements for registration show when children, staff and visitors are present.

**Standard 3 Care, Learning and Play**

The registered person meets children’s individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children’s emotional, physical, social and intellectual capabilities.

**The focus for Standard 3**

Children’s care, learning and play are supported best where the registered person and staff are clear about the main purpose of the provision. The development of children’s emotional, physical, social and intellectual capabilities is promoted effectively when they take part in a wide range of activities. Staff meet children’s needs through sensitive and appropriate interactions which promote children’s self esteem. They plan first hand experiences which enable children to make choices when developing their knowledge, skills and understanding. Children’s care, learning and play are supported well by staff who monitor children’s progress regularly and use this information to provide for their individual needs.

**Points to consider to meet Standard 3**

**Learning and play opportunities (Reference criteria 3.1, 3.2)**

Consider providing learning and play opportunities for children through a wide range of planned and free play activities both inside and outside including visits and outings.
You need to consider how to organise your time, space, staff and resources in order to give children a mix of active times where children can take part in energetic play and quiet times when they can rest and relax in a quiet area.

The level of staff interaction with children needs to be carefully balanced. Children need time to play and learn independently, initiating their own activities and exploring freely, and time for activities which need more support and direction from staff.

**Building positive relationships and developing self esteem (3.3, 3.4)**

You can help children develop their confidence and independence by providing a warm and secure environment where staff:

- are friendly and approachable;
- are positive and respectful of children of all backgrounds and abilities;
- give encouragement and appropriate praise;
- value each child and what they have to offer;
- encourage children to try new activities in a safe and supportive environment.

Children respond differently to different adults. To develop positive relationships between staff and children consider:

- matching the balance of gender and race in the staff to the mix of the children who attend;
- children’s individual preferences;
- arranging work to give staff time to listen to children.

In addition you can achieve positive relationships with parents by:

- talking to them when they deliver and collect children;
- providing them with information about their child’s day;
- updating information and records on children.

The key person may well have an important role in this process. See Standard 2: Organisation and Standard 12: Working in Partnership with Parents and Carers.

**Learning right from wrong (3.5)**

Staff can help children learn to distinguish right from wrong by:

- reassuring them that strong feelings are acceptable, especially when they may not have the language to express how they feel;
- setting fair and consistent boundaries appropriate to the child’s level of understanding;
- helping them to become aware of the effect of what they do on others;
- helping them to respect the feelings of others;
• setting a good example by showing them how to respect and co-operate with others;
• planning activities which help children learn about right and wrong such as stories and rules of games.

What the inspector looks for

• your plans and records;
• how you use observations and other information to help plan appropriate activities for the ages and interests of the children attending.

The inspector makes judgements on the extent to which:

• you meet the needs of all children who attend and help them to develop, according to the main aims of the provision;
• children are:
  – involved in a broad range of activities (where appropriate);
  – making their own decisions and choices about their play and learning;
  – relating to other children and adults in the group;
  – involved, interested and enjoying their play;
• adults:
  – are interested in what children do and say;
  – talk with and listen to children;
  – ask questions which make children think;
  – respond to children’s interests;
  – praise and encourage children;
  – provide an interesting and stimulating balance of activities, allowing for more active play and relaxing activities.
Standard 4 Physical Environment

The premises are safe, secure, and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities, which promote their development.

The focus for Standard 4

The environment should be warm and welcoming to children, staff and parents. It should be safe and secure, with space organised to meet requirements and used appropriately to promote children’s development.

Points to consider to meet Standard 4

Ofsted recognises that some out of school holiday provision operates mainly or exclusively out of doors. In such provision, you should try to comply in principal with space and facility criteria where these are appropriate. You should ensure that children are protected at all times.

A welcoming environment (Reference criteria 4.1)

Ways of providing a welcoming environment for children staff and parents include:

- greeting parents and children on arrival;
- the use of positive images and languages appropriate to the local community and cultures;
- how rooms or space are prepared for children;
- the display of children’s work and colourful posters at children’s eye level;
- the use of display boards giving information about staff, planned activities, recent and forthcoming events;
- accessibility for children and adults, including those with disabilities.

A clean and well-maintained environment (4.2)

Think about:

- children’s access to natural light where there is none or very little in the setting;
- who will be responsible for cleaning, repairs and maintenance;
- checking the premises inside and out for cleanliness and safety before the beginning of each session;
● who will do the cleaning during sessions, such as keeping tables and toilets clean.

Such activities should not take care staff away from direct work with children.

**Sole use of premises (4.3)**

Think about:

- what ‘sole use’ means in practice. Ideally, the setting should have its own kitchen and toilet facilities and a separate secure entrance;
- the impact of any shared facilities such as a kitchen on your provision;
- the impact of other users of the premises;
- how sole use will be achieved when others require access;
- arrangements with cleaners, owners and other users;
- whether others who use the premises need to be checked.

**Planning and building requirements (4.4)**

You need to check whether any planning consents are needed at registration. It is important that planning and building requirements are resolved before registration so that the children are not affected.

Where you are considering changing or adapting premises for childcare use, the onus is on you to seek permission from the appropriate people, for example owners, local planning officers and others.

If any changes are made to the premises or their use, by you or other users, you must notify Ofsted at the earliest opportunity (Standard 14: Documentation).

**Children Act Regulations – you must notify Ofsted if any changes are made to the premises or their use.**

**Telephone (4.5)**

You need to ensure that you can communicate easily by telephone with parents and the emergency services at all times. Access should be available on demand for both incoming and outgoing calls. Any telephone used for this purpose should be in full working order including adequate reception and charged batteries (if needed).

You may also wish to consider:

- whether provision for those (staff, parents and children) with impaired hearing is required;
- whether a mobile telephone is preferable to a standard (land line) phone, taking into account the position of your premises to the nearest land line telephone;
- where emergency telephone numbers are kept;
- how you will ensure that all parents have the telephone number.
An adequate temperature (4.6)

In ensuring the adequacy of temperature, consider how:

- to monitor the heating and minimise draughts and sudden drops in temperature;
- satisfactory temperatures are achieved early in the morning and later in the day or where the heating system is in the control of a third party. For example, the owner, the caretaker or other users;
- to maintain sufficient heating for non-mobile children so that they are comfortable;
- to keep the temperature within a comfortable range in hot weather;
- to inform parents if an adequate temperature cannot be maintained.

Indoor space (4.7 – 4.11)

Calculations of available space are based on the gross area of the rooms used by children. Areas used for storage, thoroughfares, dedicated staff areas, cloakrooms, utility rooms, kitchens and toilets are not included.

The number of children that attend at any time might be restricted by other factors such as the number of toilets. When thinking about how best to use space, consider:

- how space is divided up to cater for children of different ages and stages of development, and to ensure children are in groups of 26 or less;
- where children spend the majority of their time;
- how space is managed to ensure the safety of vulnerable children, for example children with special needs;
- how staff are deployed to make best use of the space available;
- how to adapt where children play and the activities they are involved in, to remain within space limits;
- whether children are able to move about freely and safely;
- the activities they are engaged in;
- the use of other areas in the premises where space is limited in the main rooms and the implications for staffing and child supervision;
- whether fixtures and fittings restrict the use of space;
- practical factors such as flooring, furniture and access to water;
- monitoring how space is used during the session.

Rest areas

When creating rest areas, think about:

- the safety of children who are relaxing and those still engaged in activities;
- how excessive noise will be minimised to help children relax;
- when converting areas from playspace, children’s safety when moving equipment and furniture and hygiene issues.
**Storage space**

Inadequate storage space means less space is available to children and may result in your premises being registered for fewer children. Other factors to consider are:

- safety. For example, whether stored items can fall out;
- accessibility. For example, who can access toys, food, cleaning fluids and medicines;
- where items such as pushchairs and buggies are stored;
- what can be stored outside and what may safely be stored inside.

**Outdoor space (4.12)**

The safety and security of outdoor play space is covered under Standard 6: Safety. You should consider including the use of outside space in your risk assessment.

**Toilet facilities (4.13)**

In out of school settings which regularly accommodate large numbers of children, it may not be possible to meet this ratio and retain sufficient indoor play space. Where this is the case, you will need to demonstrate that the toilet facilities provided meet the needs of the children attending.

Consider the following points when assessing the suitability of toilet facilities:

- accessibility;
- supervision of hand washing and toilet arrangements, taking into account children’s developing independence;
- escorting children to and from toilets if they are used by other people, or if children need to pass through an area used by others, and how this affects your ratios;
- how you ensure that the dignity and privacy of children are respected;
- cleanliness, safety and reducing the risk of infection, taking account of local environmental health requirements;
- whether locks on toilet doors can be easily opened from outside;
- how toilets, including adult sized toilets, can be adapted to meet the needs of individual children.

**Kitchen facilities (4.14)**

Where kitchens are used for supervised children’s activities, the area needs to be included in the risk assessment (Standard 6: Safety). Consider:

- the maximum size of the group in the kitchen;
- staff:child ratio;
- any hazards.
What the inspector looks for

- your access to a telephone;
- how you meet space requirements and organise space;
- toilet facilities;
- where you keep confidential information;
- staff facilities;
- kitchen facilities (where applicable);
- a copy of your planning permission (at registration or in relation to alterations);
- anyone else using the premises or other parts of the building;
- your arrangements for overnight care (where applicable).

The inspector bases judgements on the extent to which:

- the environment is warm and welcoming for children, staff and parents;
- premises are clean, well maintained and the temperature is appropriate;
- other users affect the safe running of the provision;
- space is organised to meet requirements and used appropriately and creatively;
- there is sufficient and accessible storage, and equipment is stored safely indoors and outdoors;
- you ensure children are safe when using the outside area;
- toilet facilities meet requirements and children can visit them safely.

Standard 5 Equipment

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

The focus for Standard 5

The provision of a range of safe and well-maintained furniture, equipment and toys that meets the varying needs of children is important to their development and welfare.
Points to consider to meet Standard 5

Toys and play equipment (Reference criteria 5.1)

Many factors influence the range and suitability of toys and play materials and children should have sufficient choice of equipment to allow them to develop their own ideas.

When looking for toys and play equipment, think about:
- the intellectual, social, emotional, cultural and physical development of the children cared for;
- the need for appropriate challenges to stimulate children’s inventiveness;
- enhancing the range of materials available to children, such as toy and book libraries;
- using clean and safe natural materials or recycled household objects as well as manufactured items;
- checking that books and other materials show positive images of people of all races, cultures and abilities and that they avoid racial and gender stereotyping.

Safety issues (5.2, 5.3)

You need to check the condition of materials and equipment as you set them out at the beginning of each session and as you put them away at the end of each session.

Where public unsupervised playgrounds are used, staff should report any faults to the owner or relevant organisation at the earliest opportunity.

Consider including sporting equipment and large outdoor equipment in your risk assessment (Standard 6: Safety).

Water sports (5.4)

You will need to ensure you have sufficient safety equipment suitable for the needs of every child taking part.

What the inspector looks for

- how you ensure your furniture, toys and equipment are safe.

The inspector bases judgements on the extent to which:
- you have enough toys, furniture and equipment to ensure children are comfortable and can play and eat together;
- these items are safe and in good condition;
- toys, furniture and equipment meet the needs of all children;
- your use of toys, equipment and materials provides a balanced range of activities that promotes children’s development learning in accordance with the purpose of your setting.
Toys and equipment are stimulating, fun, interesting and provide sufficient challenge;

children are interested in and want to play with what is available;

toys and play materials promote equality of opportunity.

**Standard 6 Safety**

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

**The focus for Standard 6**

The safety of children is paramount at all times. An awareness of children’s constantly developing abilities helps to ensure appropriate safety measures are applied to avoid dangerous situations.

**Points to consider to meet Standard 6**

**Health and safety regulations (Reference criterion 6.1)**

You are responsible for health and safety matters, relating to your premises, staff and children. You need to find out about local and national health and safety requirements. These may include drawing up a health and safety policy with procedures for identifying, reporting and dealing with accidents, hazards and faulty equipment.

In addition, you are responsible for ensuring that staff have an understanding of health and safety requirements. This can be achieved by:

- including health and safety issues in induction and on the job training (Standard 2: Organisation);
- incorporating responsibilities into job descriptions;
- delegating responsibilities to suitably qualified and named staff;
- using professional trainers to help staff, possibly from local colleges, professional bodies or training agencies;
- preparing a manual for staff, students, trainees and volunteers;
- regular incorporation of health and safety issues on staff meeting agendas.

Raising parent’s awareness of health and safety matters can be achieved through discussion, leaflets, brochures and notices. Children can be made aware of these issues through discussion, planned activities and routines.

See Appendix 1 for organisations that address health and safety.
Risk assessment (6.2)

You should consider minimising risks by:

- making regular safety checks before each session;
- making use of your accident book to identify hazards and risks and review it regularly to see whether there is a pattern of accidents and how these might be prevented in future. For example, by increasing staffing levels in identified areas of higher risk.

Before carrying out a risk assessment, consider:

- who will be responsible for drawing up the risk assessment document;
- who has responsibility for ensuring safety in different areas;
- how it will be displayed and accessed;
- how it will be implemented;
- how it will be monitored and reviewed, such as before using new equipment;
- linking the risk assessment to any Health and Safety Policy, training and induction.

When conducting your risk assessment consider:

- the impact other users might have on the premises;
- potential dangers posed by strangers or unauthorised adults;
- taking a ‘child’s eye’ view of the premises both inside and out, seeing the danger from their point of view;
- the activities taking place;
- the individual needs of children;
- the individual needs of staff, such as pregnancy.

Potential hazards you may wish to include:

- electricity and gas;
- doors, glass and windows;
- floors and stairs;
- stacked furniture;
- water hazards;
- hot appliances;
- food and liquids;
- storage of sharp objects and dangerous or hazardous substances;
- dangerous equipment;
- outings and trips.

This is not a definitive list.
Your risk assessment should:

- identify risks and hazards both indoors and out including equipment, materials and procedures;
- evaluate the risk or hazard and identify who will be put at risk;
- identify what action needs to be taken to eliminate or minimise the risk or hazard, including time scales;
- identify who will be responsible for taking the necessary action.

Guidance on drawing up a risk assessment is available from the Health & Safety Executive, see Appendix 1

**Gas and electricity (6.3)**

You can demonstrate the safety of appliances by:

- retaining installation and servicing certificates provided by approved contractors;
- ensuring stickers on appliances show the date of inspection and maintenance. Such work should be done by qualified persons and meet Health & Safety Executive requirements;
- ensuring that appliances and meters are adequately protected and guarded to prevent access by children.

In addition, it may be appropriate for you to:

- liaise with the premises manager or owner to check that all appliances and fittings conform to safety requirements;
- use carbon monoxide detectors;
- consider the safe storage of fuels such as butane and calor gas.

**Security (6.4, 6.5)**

When assessing security, think about both indoor and outside play areas and how you might prevent unwanted visitors as well as ensuring that children remain on the premises. Points to consider are:

- physical factors, such as the use of inhibitors on windows, and gates and fences are in good repair;
- general security, such as which doors are locked or unlocked, door alarms, the use of security systems and intercoms and name badges;
- promoting staff awareness of the whereabouts of other people in the building or outside and of other users or strangers on the premises;
- fire requirements when locking doors;
- information about the need for security and the systems in place. For example, posters and reminders displayed for parents and visitors;
seeking advice from the crime prevention officer.

A system for managing access may include:

- the use of a visitor’s book including the name of the visitor, the purpose of the visit and details of arrival and departure times;
- arrival and departure procedures for staff, children, parents and any visitors which incorporate identity checks;
- a procedure in the event of children being lost or not being collected;
- obtaining written permission from parents where children are to be picked up by another adult;
- obtaining information about who has legal access to a child (where relevant);
- arrangements for answering the door and the questions to ask such as the password.

**Supervision (6.5)**

Supervised means within sight or hearing of a member of staff at all times. The level of supervision should take account of:

- the age and ability of children;
- the activity being undertaken;
- children’s growing independence;
- children’s need for privacy;
- the geography of the building and outside play area;
- the risk assessment.

In considering the level of supervision of children, think about how you will manage:

- arrivals and departures;
- moving from inside to outdoors;
- moving from room to room;
- going on outings;
- eating and drinking;
- using the toilet.

In addition, any specialist activities should be supervised by a competent practitioner in that field.

**Outside area and activities (6.6 – 6.8)**

Outside play areas should be checked each time they are used to ensure their safety and security.

You should be aware of any potentially poisonous plants where children play. A list of the most common poisonous plants is included at Appendix 2. The list has been provided by Gardening Which magazine, published by the Consumer’s Association.
**Water**

All water activities need to be thoroughly supervised. That means adults being with the children at all times. You need to:

- maintain appropriate ratios of staff to children;
- have clear procedures for water safety and swimming pool use;
- retain responsibility even if it is a taught swimming lesson or a lifeguard is present;
- be vigilant at all times when providing outdoor water activities;
- obtain written permission from parents for water activities taking place off the premises.

Water safety will form a part of your risk assessment, taking into account areas where water can collect, such as buckets, puddles, sandpits, toys and equipment.

When making water areas and activities safe it is worth considering the following factors:

- restricting access to fences or gates that can be climbed;
- weight bearing covers for ponds, drains and water butts;
- the hazards associated with flooding;
- emptying water promptly after use from water trays;
- checking the water temperature.

**Hazardous equipment**

Consider:

- consulting the accident prevention officer;
- including hazardous equipment in your risk assessment;
- providing or arranging for adequate secure storage.

**Fire Safety (6.9 – 6.11)**

**Children Act Regulations – you must keep a statement of the procedures to be followed in the event of a fire.**

When drawing up fire safety procedures, you should take the advice of Fire Safety Officers (FSO), ensuring that the FSO is notified of any changes to or use of premises and that procedures are simple and clear. You should consider the following:

- designating a person to take responsibility for fire safety;
- the staffing arrangements;
- the ages and grouping of the children;
- the type of building being used. For example, if using a communal building knowing the communal procedures and how to fit into them;
● the mobility of both the children and staff such as the need to be carried down a fire escape;
● where the register is kept, how it is accessed and by whom;
● staff understanding their responsibilities and roles in the event of a fire;
● how to inform staff (particularly part-time staff) parents and children of procedures;
● planning to be self sufficient and not reliant on other adults such as other users or visitors;
● arrangements for short-term temporary accommodation following any emergency evacuation.

When conducting fire drills, take account of the following:
● the fire safety officer’s recommendations as to frequency of drills and evacuation procedure;
● the patterns of attendance of children and staff. Varying dates and times of drills ensures that all staff and new groups of children take part;
● how complicated the procedure is. For example, the type of building, the numbers of children and adults present, and the length of time taken to evacuate;
● the ‘location’ of the fire.
● the details that should be recorded in a fire log book including any problems and how they were resolved. For example, resting children, children and staff in toilet.

In addition, you may wish to consider:
● how you alert parents and visitors to fire exits and routes;
● ensuring that there are no obstructions, such as buggies, equipment and chairs, and that exits are clear inside and out;
● carrying out regular checks on exits for easy opening;
● managing the need to keep premises secure and fire exits open;
● consulting with the Fire Safety Officer about the location and suitability of fire blankets, fire alarms and smoke detectors;
● making staff aware of how and when to use fire-fighting appliances;
● establishing a regular servicing contract for fire safety equipment.

Where premises are shared, it is important to be clear about:
● who will check fire detection and fire control equipment regularly and log any faults;
● who will correct identified faults and review whether they have been done;
● the procedure for alerting the emergency services.

**Outings and transport (6.12)**

Outings should be included in your risk assessment (Standard 6, Safety 6.2). You might also wish to consider the following:
● obtaining written parental permission and providing details for parents (Standard 12: Working in Partnership with Parents and Carers);
• keeping records of vehicles and drivers including licences, insurance and MOT certificates;
• checking contracted drivers and escorts for suitability if they have unsupervised access to children;
• the use of harnesses, seat belts, child seats, booster seats and air bags;
• ensuring the maximum seating is not exceeded;
• the adult:child ratio to take account of the nature of the outing (Standard 2: Organisation);
• carrying out a prior visit to assess any potential risk en-route or at the venue;
• procedures to be followed in the event of an emergency;
• access to a working mobile phone;
• the need to take essential records and equipment. For example, contact details for staff and children, first aid kit, essential toiletries, medication and spare clothing;
• checking that insurance for private or hired vehicles covers business use.

It is also important that:
• different needs can be catered for on outings. For example, children with disabilities and cultural requirements;
• no child is left in a vehicle unattended;
• care is taken at times of particular risk, such as when children are walking or getting into or out of a vehicle.

Insurance (6.13)

The required level of insurance cover is not fixed, but a substantial level of cover is necessary.

In obtaining and maintaining insurance, you might consider the following factors:
• the outings you intend to make;
• any specialist activities undertaken and the use of equipment such as bouncy castles;
• whether employee liability is needed;
• checking what any communal insurance for a building covers and whether it is sufficient;
• displaying your insurance certificate in a prominent position to provide reassurance to parents;
• checking that insurance remains valid for occasional out of school care.

What the inspector looks for
• health and safety recommendations;
• fire safety recommendations;
• risk assessment;
• record of visitors;
- operational procedures for outings;
- records for any vehicles and drivers;
- fire log book;
- the Fire Safety Officers recommendations;
- public liability insurance certificate.

The inspector bases judgements on the extent to which:

- your arrangements meet health and safety regulations;
- staff know about health and safety requirements;
- staff are deployed effectively and are vigilant about children's safety indoors, outdoors and on outings;
- your plans are effective in identifying and reducing risks and hazards on the premises both inside and outdoors;
- you regularly review the safety of the children and staff;
- your arrangements keep children safe on outings;
- you comply with fire safety recommendations;
- all staff know about fire safety requirements and are able to carry out their responsibilities;
- sleeping children are protected overnight;
- your appliances conform to safety requirements;
- you keep the premises secure and have effective systems for the safe arrival and collection of children;
- access to the provision is monitored to keep children and staff safe.

**Standard 7 Health**

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

**The focus for Standard 7**

High standards of hygiene and the prevention of the spread of infection are essential to children’s good health. Where the registered person and staff have a secure knowledge of the setting’s policies and arrangements for health and hygiene and a commitment to adhering to their agreed procedures, they are likely to promote children’s good health.
Points to consider to meet Standard 7

Hygiene (Reference criteria 7.1 – 7.2)

Preventing the spread of infection and maintaining the cleanliness of the premises and equipment can be achieved by:

- checking the setting is clean before children arrive (Standard 4: Physical Environment, 4.2);
- establishing a daily cleaning routine for the premises, including play areas, toilets, kitchens and changing areas;
- establishing a rota system for cleaning toys, furnishings, dressing up clothes and other equipment;
- liaising, where necessary, with other users about arrangements for cleaning;
- providing suitable hand washing and hand drying facilities;
- ensuring that attention to cleanliness does not limit the range of activities offered to children;
- cultural and religious practices such as food preparation and washing routines.

To make sure that staff are informed about and are able to carry out good hygiene practice, think about:

- including hygiene procedures in staff induction and training;
- obtaining information from sources such as Environmental Health Department and Health Authority and keeping up to date with the latest recommendations;
- using notices, signs, posters and staff meetings for promoting good hygiene practice;
- keeping a list of notifiable diseases.

Good hygiene practice can include:

- cleaning surfaces between activities;
- checking toilets regularly;
- the safe storage of rubbish such as bins with lids;
- changing clothes when soiled or wet;
- washing hands before meals, after using the toilet and after handling animals and their equipment;
- providing spare sets of clothes;

Staff can raise children’s awareness of good hygiene practices and healthy living by teaching them about the importance of:

- hand washing;
- cleaning teeth;
- nose wiping and disposal of the tissue;
the spread of infection through coughing and sneezing;

- using the toilet correctly;
- cultural influences on children’s hygiene.

**Animals (7.3)**

All animals carry with them some potential health and safety risks. A common sense approach to managing these is required. Consider the following points:

- ensuring that animals are free of disease and have appropriate health checks. For example, cats and dogs are regularly treated for worms and fleas;
- providing suitable housing and care routines;
- ensuring litter trays and feeding bowls are not generally accessible to children and do not contaminate food preparation areas;
- preventing animals from fouling any areas used by children, indoors or outdoors;
- supervising children when handling and caring for animals;
- encouraging children to wash their hands after handling animals and their equipment;
- raising children’s sensitivity and awareness of animals and their behaviour;
- considering other factors which may affect you having animals on the premises, such as religious beliefs, allergies, anxiety;
- informing parents about animals being on the premises and before taking on new animals;
- cleaning and feeding arrangements.

**Food handling (7.4)**

All staff responsible for food preparation and handling should receive appropriate training that includes storing, preparing, cooking and serving food safely and hygienically. It is important to ensure your procedures comply with local environmental health department guidance and regulations.

In addition consider:

- establishing clear routines, rotas and staff responsibilities;
- monitoring and reviewing food handling procedures;
- collecting information on healthy diets to promote good health (Standard 8: Food and Drink, 8.2).

**Medicine (7.5)**

**Children Act Regulations** – you must keep a record of all medicines administered to children
Non-prescription medication, for example cough preparation, body creams or lotions may be administered to children in day care, but only with the prior written consent of the parent and only when there is a health reason to do so. Blanket consent should not be given by a parent to cover all non-prescription medication.

Care is needed in the administration of any medication. When administering medication to children consider the following:

- establishing when, how much and why a child has had medicine before attending the setting;
- recording details of any dosage given, when it was given and the amount of the dose;
- contacting the parent by telephone prior to administering any medicine;
- the expiry date for the medicine has not elapsed.

You also need to think about:

- the safe and appropriate storage of medicines including cool storage for antibiotics;
- the procedure for managing self-held medication, such as inhalers;
- making sure children’s individual emergency medication is available at all times;
- the accessibility and security of records detailing medication administered;
- ensuring that the use of preparations such as sun creams and lotions meet the needs and preferences of children and their parents;
- where staff medication is stored;
- complying with any insurance requirements regarding administering medicines.

**First aid (7.6 – 7.9)**

In providing a first aid box, think about:

- what training the designated member of staff requires;
- having a list of the contents which is regularly checked against the actual contents by the designated member of staff;
- having small first aid boxes in different rooms plus a kit for taking on outings;
- ensuring that first aid boxes are clearly identifiable and easily accessible to staff;
- ensuring staff know where the first aid box(es) are.

Training should be accredited by approved First Aid training organisations.

If you need to request parental permission to seek emergency medical advice or treatment:

- make sure staff are aware of parents’ wishes. For example, cultural and religious beliefs;
- ensuring procedures are in place in case of emergencies;
- how parents are advised of emergency arrangements.
Accident record

**Children Act Regulations** – you must keep a signed record of all accidents to children, and notify Ofsted of any serious injury or death to any child in your care or adults on the premises

Accident records may contain:

- details of any existing injuries when a child arrives;
- the time, date and nature of any accident;
- details of the child(ren) affected;
- the type and location of any injury;
- the action taken, any subsequent action and by whom;
- the circumstances of the accident, any adults and children involved and any witnesses;
- the signature of the staff member who dealt with the incident, any witnesses and countersigned by the parent when the child is collected.

In addition you may also wish to consider the following:

- ensuring all injuries and incidents where no wound is visible are recorded;
- reviewing accident records regularly to identify any trends or recurring causes of injuries.

Sick children (7.10)

**Children Act Regulations** – you must notify Ofsted of any infectious disease that a qualified medical person considers notifiable.

The policy and procedures for excluding children who are ill or infectious should have regard to:

- confidentiality (Standard 12: Working in Partnership with Parents and Carers, 12.4);
- the rights of the individual with regards to equality of access and opportunity;
- medical advice and the procedures related to infectious, notifiable and communicable diseases (see 7.2, above);
- the care of a sick child while awaiting collection;
- the implications for other children and staff.

Also, think how you:

- make the policy available to parents;
- inform parents of occurrences of infection;
- make parents aware of the need to inform the setting about their child’s illness or condition;
regularly update your emergency contact numbers and children's medical details;
make contingency arrangements when parents cannot be contacted or cannot collect a sick child;
keep abreast of current local health issues.

Sandpits (7.11)
Sandpits provide important play and learning opportunities for children but may also make tempting toilets for animals. They require regular inspection and you need to think about:
the frequency of changing and cleaning the sand. For example, sieving for foreign bodies and rinsing with diluted sterilising agent;
using a cover;
disposing of spilt sand;
using suitable sand, such as silver sand.

Smoking (7.12)
Consider how parents and staff are informed of your policy and how the policy is upheld.

What the inspector looks for
first aid certificate(s);
accident records;
education and emergency treatment consent forms;
education records;
your first aid box;
food hygiene certificates (where applicable);
the names of your designated first aiders.

The inspector bases judgements on the extent to which:
staff are active in promoting good hygiene;
your arrangements for looking after pets (where applicable) are hygienic and keep children safe;
your arrangements for first aid and administering medicine meet requirements;
your arrangements for sick children protect children in your care from illness and infection;
you act in the children's best interest if they are ill;
you maintain and comply with a no smoking policy.
Standard 8 Food and Drink

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

The focus for Standard 8

Adequate and nutritious food and drink are essential for children’s well being. The registered person and staff who have a good understanding of children’s dietary and religious requirements and meet these appropriately to promote children’s healthy growth and development.

Points to consider to meet Standard 8

Drinking water (Reference criterion 8.1)

Fresh drinking water can be made available in a variety of ways, such as covered jugs, water fountains, cooled water units and bottled water.

Children need regular drinks. You should be alert and responsive to this by:

- making children aware that drinking water is available to them at all times;
- assisting children to help themselves where appropriate;
- providing suitable bottles, mugs and cups for the ages of the children;
- encouraging children to ask for a drink;
- offering children regular drinks;
- monitoring individual children’s drinking.

Other factors affect how much children need to drink, such as the temperature indoors and outside, energetic play activities, illness and some types of medication.

Information from parents (8.2)

When complying with parents’ wishes about food and drink consider:

- children’s feelings. For example, they may feel uncomfortable about their particular needs;
- obtaining information and advice regarding special diets and food allergies;
- ways of ensuring all staff are fully informed.
Meals (8.3)

When offering meals, drinks and snacks to children think about your arrangements for:

- providing healthy and nutritious meals and snacks for all children;
- accommodating special dietary needs and preferences;
- involving children and parents in planning menus;
- organising meal times. For example, staff sitting with children, grouping of children (ages, family groups) and encouraging independence (choices, self-service);
- meeting the needs of children who arrive early in the morning or leave late in the afternoon;
- providing suitable utensils, plates, cups and bottles.

Food and drink provided by parents (8.3)

It is helpful to discuss with parents who provide food and drink for their children the importance of:

- providing safe food taking into account the storage facilities available;
- suitable implements and containers, such as cool boxes.

You also need to consider your arrangements if parents forget to bring lunch, do not provide enough food or children do not eat what is provided.

You may find it helpful to inform parents of procedures and policies regarding food and drink, such as checking lunchboxes for ‘unsafe’ items, bearing in mind that food swapping may occur among children some of whom may have allergies.

What the inspector looks for

- children’s records indicating children’s dietary needs;
- your arrangements for providing food and drink;
- how you find out about and meet children’s dietary needs;
- arrangements where parents provide food and drink for children.

The inspector bases judgements on the extent to which:

- children have ready access to fresh drinking water;
- drinks are provided regularly;
- children know they can have a drink if they want one;
- staff are aware of times when children need to drink, such as after physical play;
- all relevant staff are aware of children with special dietary needs, and these needs are sensitively cared for;
- if snacks and meals are provided, these are healthy and nutritious.
The focus for Standard 9

Children need to feel valued and be free from discrimination. Where the registered person and staff are committed to equality they recognise that children’s attitudes towards others are established in these early years. They understand relevant legislation and plan to help children learn about equality and justice through their play. The provision is carefully organised and monitored to ensure all children have access to the full range of activities. Family members and staff work together to share information, for example about cultures, home languages, play activities and children’s specific needs.

Points to consider to meet Standard 9

Policy (Reference criterion 9.1)

When developing an equal opportunities policy, consider:

- how your policy acknowledges, promotes and respects diversity in the immediate and wider society;
- using language which is easily understood;
- relating the policy document to the setting;
- involving parents and children in the formulation of the policy;
- how the policy will be made available to parents, staff and others taking into account people for whom written English is inappropriate;
- staff training so that they apply the policy consistently;
- how you will put the policy into practice.

Positive equal opportunities policies concentrate on what can be done rather than what cannot. Additional issues may include:

- how positive attitudes in the setting are encouraged and developed. For example, rewarding good behaviour (Standard 11: Behaviour, 11.2);
- how self-esteem is encouraged, for example appropriate praise;
- how the setting ensures all children are included;
how inappropriate practices and attitudes are challenged;
the action to be taken should discrimination occur.

In addition, you need to demonstrate how equality of opportunity and anti-discriminatory practice is applied across all of the National Standards and is at the forefront of decisions relating to children, staff and parents.

**Anti-discriminatory good practice (9.2)**

Anti-discriminatory good practice is promoted by:

- making children feel valued and good about themselves;
- ensuring all children are included;
- enabling children to share their experiences with each other and with staff;
- displaying a wide range of positive images and objects to reflect non-stereotypical roles, racial, cultural and religious diversity and disability;
- using resources which reflect diversity such as books, role play and equipment;
- providing activities to help children appreciate and value each others’ similarities and differences;
- treating children with individual and equal concern. For example, finding out about family customs and beliefs, dietary requirements, dress code, hair and skin care and help required with toilet and washing routines.

You need to consider a number of matters in relation to employment and staff and volunteer training:

- a fair recruitment and selection procedure (Standard 1: Suitable Person);
- ways of encouraging people to volunteer or apply for jobs who reflect the diversity of the local and wider community;
- access to appropriate training for staff and volunteers. This might be identified by appraisal of individuals, discussions with individuals, group discussion, observation of performance or inspection outcomes;
- how to be aware of training opportunities, perhaps through the Early Years Development and Childcare Partnership (EYDCP), specific local and national initiatives, groups and publications.

Any admission policy should reflect equal opportunities. For example, making information about the facility available in all languages commonly used in the local community.

Also, think about:

- having a designated staff member with particular responsibilities for equal opportunities;
- drawing up a recruitment and employment statement;
- Including equal opportunities issues in staff and volunteer induction and training programmes;
- equal access for staff, volunteers, children and parents irrespective of gender, race, social group, religion or disability.
Information from parents (9.3)

Think about:

- setting time aside for discussion with parents about such matters as diet, special skin or hair care, comforters, family names, religion, language, health and medical conditions, favourite toys and likes and dislikes (Standard 12: Working in Partnership with Parents and Carers);
- recording such discussions and noting any action to be taken if there is difficulty in meeting the needs of individual children. This is likely to require sensitive communication with parents and the possible involvement of other agencies for advice and assistance (Standard 10: Special Needs);
- how you will communicate with parents who do not speak, read or write English;
- using the key person system (Standard 2: Organisation 2.3).

What the inspector looks for

- children’s records;
- your equal opportunities policy;
- how you comply with relevant legislation;
- how you find out about children’s specific needs.

The inspector bases judgements on the extent to which:

- all children are included and their differences acknowledged and valued;
- your equal opportunities policy is understood and implemented by staff and shared with parents;
- all children have access to appropriate toys and equipment;
- resources are used which reflect positive images of culture, gender and disability;
- all children’s needs are met.
Standard 10 Special Needs
(including Special Educational Needs and Disabilities)

The registered person is aware that some children may have special needs and is proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

The focus for Standard 10

Children with special needs have the right to be included and for their needs to be met. These needs are most likely to be met where the registered person and staff have a secure knowledge and understanding of the individual needs of every child in their care. They work together with parents and other relevant parties to organise the environment and plan activities to ensure all children take part at a level appropriate to their needs.

Points to consider to meet Standard 10

Special needs statement (10.1)

The statement is likely to contain the following:

- a general statement about support for children and adults with special needs within the setting and a commitment to working with parents and other agencies;
- accessibility to the premises and facilities;
- how children with special needs will be included;
- admission policy regarding children with special needs;
- a reference to confidentiality.

You also need to think about when the statement will be updated and how you will become aware of current legislation and guidance, such as liaising with the EYDCP.

Staff arrangements (10.2)

You and your staff need sensitivity and knowledge to work with children with special educational needs and their parents. Think about:
staff training on aspects of special need. This may be available through the special needs adviser at the EYDCP;

- gathering information such as leaflets and articles and making it available to staff;
- keeping accurate records based on observation;
- how you can best support children and parents. For example, by listening to them;
- how confidentiality will be maintained (Standard 12: Working with Parents and Carers, 12.4).

In meeting the needs of children with special needs, think about:

- whether additional staff, volunteers or specialist help are needed;
- whether financial support is available and how this can best be used;
- the implications for the general deployment of staff;
- the role of the key person (Standard 2: Organisation, 2.3).

**Physical environment (10.3)**

When considering the suitability of the physical environment you will need to think about:

- access to the registered premises;
- provision of adaptations;
- access to toilets and other facilities;
- the outdoor play area and equipment;
- the need for specialist equipment;
- layout of rooms;
- height of tables and equipment.

**Including children with special needs (10.4)**

Think about how you:

- value and acknowledge their individuality and help them to feel good about themselves;
- seek information from parents about the child’s routines, likes and dislikes;
- adapt activities to enable children with special needs to take part;
- ensure that all staff are aware of each individual child needs to give consistency of care;
- ensure that there is specialist equipment if needed;
- make suitable arrangements for outings;
- encourage children’s confidence and independence;
- look at ways in which other children’s awareness might be raised. For example, positive images of disability in books and toys;
- consider any risk factors (Standard 6: Safety 6.2).

You may find it useful to link this criterion to Standard 9: Equal Opportunities.
Consultation with parents (10.5)

You need to establish a partnership with parents so that you can best provide for the needs of their children. You may wish to consult with parents about:

- other agencies involved with their child;
- any equipment the child may be using or need in your setting;
- if they are willing to bring the equipment from home to use in the setting;
- any advice or support which helps you to ensure that the needs of their child are met.

You may be able to offer advice to parents on local services, organisations and resources. As someone who knows their child well, you may also be a valuable support to parents.

Privacy (10.6)

In order to ensure the privacy of children with special needs consider how staff or volunteers deal sensitively with toileting, changing, feeding, administering medicines and occasions where facilities are used off the premises.

What the inspector looks for

- children’s records;
- your written statement about special needs;
- about your arrangements for caring for children with special needs;
- how you share information about your provision for children with special needs with parents.

The inspector bases judgements on the extent to which:

- staffing arrangements, resources and the physical environment are adapted to help children take part in activities alongside their peers and to ensure privacy when required;
- all children are being valued and included and their individual needs are met.
Standard 11 Behaviour

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

The focus for Standard 11

*Children benefit most where adults adopt a consistent and positive approach to the management of their behaviour. By establishing clear boundaries according to the child’s level of understanding, children become aware of the setting’s routines and procedures and know what is expected of them.*

Points to consider to meet Standard 11

**Behaviour statement (Reference criterion 11.1)**

A written statement on behaviour management is likely to contain the following:

- the aims of the statement, such as promoting acceptable behaviour and respect for others;
- the setting’s expectations of children and staff;
- the training and support available to staff;
- the methods used to manage children’s behaviour. For example, distraction, discussion, praise and reward;
- reference to behaviour that is not acceptable, such as bullying or name calling;
- how parents are informed and consulted.

**Encouraging positive behaviour (11.2)**

Ways of encouraging good behaviour include:

- praising and reinforcing good behaviour;
- encouraging sharing and negotiation;
- making sure staff, volunteers and students set good examples;
- consulting with children about “rules”;
- helping children understand the effects of their behaviour on others;
- helping children to challenge bullying;
- encouraging responsibility, such as helping tidy up and caring for pets.
Adult role (11.3, 11.5)

When managing behaviour it is important to:

- recognise that children are learning to deal with a range of emotions and feelings, acknowledge those feelings and work with children to find constructive solutions;
- explain to children why the behaviour is unacceptable;
- avoid damaging children’s self esteem. For example, by humiliation, segregation and withholding food;
- avoid discussing children’s behaviour with staff or parents in front of them or others;
- help children find solutions to conflict;
- be consistent in applying agreed procedures.

Physical punishments and interventions (11.4 – 11.5)

Physical punishments must not be used in day-care settings. It is important that all staff, students and volunteers know what constitutes a physical punishment.

Shaking can cause damage to the brain and is not to be used under any circumstances.

It is important to consider alternatives to using physical intervention. Think about:

- withdrawing other children or adults from the situation;
- distraction and re-directing the child’s attention;
- making the environment as safe as possible to avoid a child causing injury to themselves or a member of staff.

If physical intervention is seen as appropriate, you must ensure that the intervention is achieved with minimum force and for minimum time. Circumstances in which you might consider physical intervention appropriate may be:

- preventing an accident such as a child running into the road;
- preventing injury or damage, such as if a child is having a temper tantrum.

Any such incidents should be recorded in detail. Think about:

- who should record the incident;
- what should be recorded. For example, the child’s name, time and location of the incident, what triggered the incident, the nature of the incident, others involved, witnesses, how the situation was handled, what form of restraint was used and any consequences;
- how the information should be shared with parents (Standard 12: Working in Partnership with Parents and Carers);
- whether to make it a matter of policy that parents sign to confirm their awareness that physical restraint was used, and why.

Staff giving comfort by holding the child when they are distressed or upset is not physical restraint.
Bullying (11.6)

Bullying can include:

- physical intimidation;
- verbal and emotional abuse;
- threats.

Consider:

- how isolated children can be encouraged to integrate;
- how to ensure that staff have time to listen to children;
- having ‘house rules’ which clearly state your stance on bullying;
- what sanctions you might take in the event of bullying happening.

What the inspector looks for

- records of significant incidents;
- your written statement on behaviour management.

The inspector bases judgements on the extent to which:

- your procedures for behaviour management are understood and implemented by staff and shared with parents and children;
- staff know about strategies for dealing with behaviour, and are consistent in their approach to behaviour;
- any inappropriate behaviour is dealt with sensitively and appropriately, without physical threats or punishment;
- children’s level of understanding and maturity is respected and taken into account;
- good behaviour is valued and encouraged, according to children’s different stages of development.
The focus for Standard 12

The relationship between the child’s parents and the registered person is crucial to the child’s well-being, development and progress. Children benefit most where there is a trusting and mutually supportive partnership. The registered person and staff welcome parents into the setting and there is a two-way flow of information, knowledge and expertise.

Points to consider to meet Standard 12

Information for parents (Reference criterion 12.1)

When thinking about information that needs to be given to parents, consider:

- how the information is made accessible to parents, such as in different languages, audiotapes, videotapes, Braille, signing, or through an interpreter;
- holding a briefing meeting for parents prior to child’s admission;
- your procedures for the collection of children including the identification of individuals who collect them;
- how to inform parents about all of your policies and procedures;
- the procedure for making complaints and the process for resolving them, including how to approach Ofsted directly (see 12.3 below);
- what personal details you need to know about the child;
- what written agreements and consent forms you need. For example, for accidents and emergencies, trips, and administering medicines (Standard 6: Safety, 6.12 and Standard 7: Health, 7.7).
Volunteers and committee members (12.2)

When deciding on the responsibilities of volunteers and committee members, think about:

- providing them with a description of their role and responsibilities;
- discussing with volunteers their particular strengths, weaknesses and interests;
- making publications and other information available to them. For example, from the EYDCP, Kids’ Clubs Network (KCN), National Training Organisation for Sport, Recreation and Allied Occupations (SPRITO);
- making policies and procedures available;
- providing volunteers with brief, practical notes on how to help children gain the most from an activity;
- training for volunteers, including induction (Standard 2: Organisation, 2.5).

In addition, you may wish to:

- increase the involvement of volunteers in the setting;
- ensure the confidentiality of some information.

You need to make sure staff are aware of any non-vetted volunteers who need supervised access to children.

Exchanging information (12.3)

**Children Act Regulations** – you must keep records of the name, address and date of birth of each child and the name, address and telephone number of a parent.

Exchanging information with parents can be achieved by regular discussions. You might also think about:

- maintaining and sharing daily records;
- displaying posters and notices;
- using the key person system;
- the use of a suggestion or concerns box and questionnaires;
- open events.

Complaints

**Children Act Regulations** – you must keep a statement of the procedure to be followed where a parent has a complaint about your service.
It is important to deal promptly and fairly with any complaints. When dealing with complaints, consider how they are recorded and what is recorded. For example, the nature of the complaint, the action taken initially, subsequent action, the person responsible for investigating, the time scale and a review of effectiveness of action taken. In addition think about:

- who gets a copy of the complaint record, including a written record of the outcome. This could be involved parents or staff;
- how to provide parents with the name, address and telephone number of Ofsted.

**Privacy and confidentiality (12.4)**

Personal information on children, families and staff needs to be kept securely whilst being easily accessible (Standard 2: Organisation, 2.5). In ensuring privacy and confidentiality, you will need to consider:

- who needs to know the information;
- how the balance between confidentiality and disclosure is managed (Standard 13: Child protection);
- the role of the key person;
- when and where information is shared with parents.

You should also consider whether information needs to be shared with staff and if so make sure you have parental agreement.

**Parental access to records (12.5)**

In providing access to all written records, you may wish to inform parents about:

- which records are kept and why;
- where records are kept and in what form;
- how and when parents can access records.

In addition, think about:

- how parents can access records about their own child without seeing those of other children;
- how staff write about children and its impact on parents;
- the Data Protection Act and its implications for how the setting keeps records (Standard 2: Organisation, 2.5).

**Children’s departure (12.6)**

When releasing children to individuals other than the parent, it is advisable to:

- ensure parents are aware of your procedures;
- obtain prior written consent from parents as to who can collect their child;
- inform parents that a child will only be released into the care of a person authorised by them;
- have emergency plans such as passwords, when known people cannot collect a child;
clarifying who is the legal guardian where appropriate;
ensure regular updates of records.

Children in need (12.7)
Section 17 of the Children Act places a responsibility on local authorities to provide appropriate services to children considered to be in need as a result of problems caused to their development or health by a possible range of factors, or as a result of disability. Where a child has been identified as being in need, the local authority is required to work with others with an interest to promote the welfare of the child.

You may wish to think about:
- when you might need to give information to referring agencies without the consent of parents;
- ensuring you have clarified with the local authority what your responsibilities are with regard to any child you care for who is in need.

What the inspector looks for
- the information you give to parents about the setting, including policies and procedures;
- written agreements with parents;
- your procedures for arrival and departure of children;
- records of parents’ details;
- children’s records;
- your complaints procedure.

The inspector bases judgements on the extent to which:
- you make sure you are looking after children according to parents’ wishes;
- you obtain sufficient information to ensure children’s needs are met, including any children staying overnight.
- your procedures keep parents informed about the provision (including policies and procedures) and their children;
- you ensure confidentiality is maintained;
- you give good information to volunteers and committee members about their roles and responsibilities;
- you provide a warm and welcoming environment for parents and children.

Inspectors will also take account of parental views expressed to Ofsted.
Standard 13 Child Protection

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

The focus for Standard 13

The welfare, safety and protection of children are paramount. Where the registered person and staff recognise their responsibilities towards those in their care, they will be aware of their individual roles and understand the procedures they must follow if they have concerns about the welfare of a child.

Points to consider to meet Standard 13

The protection of the child is the registered person’s first priority. (Reference criterion 13.1)

Coping with concerns about the possible abuse of a child is very stressful for all involved, however your first responsibility is to the child. This means that every member of staff, volunteer or student needs to know about signs of abuse and what to do if concerns arise about possible abuse or neglect.

Written statement (13.2)

Children Act Regulations – you must keep a statement of the arrangements in place for the protection of each child, including arrangements to safeguard children from abuse or neglect and the procedures to be followed in the event of allegations of abuse or neglect.

The Area Child Protection Committee (ACPC) is a committee of senior managers from all agencies working with children and their families within a local authority area (including police, health and social services). It has responsibility for ensuring that all of those agencies work together for the protection of children. It also ensures that national policies and procedures relating to child protection are put in place. It also issues procedures outlining what people should do if they have a concern about child abuse and what will happen as a result. You need to be aware of these procedures and to ensure that your own procedures and guidance to staff are consistent with them.
As well as the details specified in criterion 13.2, a written statement based on ACPC procedures could include the following elements:

- your commitment to the protection of children;
- the responsibilities of all staff in child protection matters;
- the steps to be taken when a concern is raised;
- how and under what circumstances parents will be informed about concerns and any actions taken, and how confidentiality will be managed.

It is important that staff avoid putting themselves in situations that may lead to allegations being made against them. However, if an allegation is made against a member of staff, you will need to consider:

- what action should be taken with regard to the member of staff;
- who should be informed. For example, the local authority child protection unit and Ofsted;
- how any investigation will be conducted and by whom (bearing in mind the importance of not interfering in any investigation by child protection authorities or the police);
- how confidentiality will be managed.

**Staff roles (13.3)**

Because staff work closely with the children, they know them and therefore they are in a position to notice changes. It is important that staff share with you:

- any significant changes in children’s behaviour;
- any unexplained bruising or marks;
- any comments children make which give cause for concern;
- any deterioration in a child’s general well-being.

An informed decision can then be taken about any necessary course of action.

When staff change, think about:

- how child protection knowledge is reviewed and updated;
- who to inform if staff leave as a result of a child protection matter, Ofsted, the local child protection unit.

It is important that staff knowledge of child protection issues is regularly updated through appropriate training.

**What the inspector looks for**

- children’s records;
- your written statement on Child Protection;
- your written procedures for allegations of abuse made against a member of staff or a volunteer;
- your arrangements for complying with local Area Child Protection Committee (ACPC) procedures.
The inspector bases judgements on the extent to which:

- staff have a good knowledge and understanding of child protection issues;
- you have effective procedures to make staff aware of child protection issues;
- you have arrangements to share child protection procedures with parents;
- you have dealt with any child's protection concerns you have encountered.

**Standard 14 Documentation**

Records, policies and procedures which are required for the efficient and safe management of the provision and to promote the welfare, care and learning of children, are maintained. Records about individual children are shared with the child's parent.

**The focus for Standard 14**

The registered person and staff maintain useful records that underpin the successful management of the setting. Staff observe children’s development and keep records that help them meet each child’s needs. Children’s records are openly shared with parents and their contributions are valued.

**Points to consider to meet Standard 14**

**Length of time records are to be kept (Reference criterion 14.1)**

**Children Act Regulations – certain record must be kept on the premises and some must be retained for a period of two years (see list below).**

Individual National Standards require certain records to be kept such as written information for parents (Standard 12: Working in Partnership with Parents and Carers, 12.1), an accident book (Standard 7: Health, 7.11), fire safety (Standard 6: Safety, 6.9). Many of these records relate to individual children and therefore need to be retained. Some of these records form part of the Children Act regulations and must be kept for a period of two years from the date of the last entry. These are:

- your registers, that is the daily record of the names of the children being looked after, their hours of attendance and the names of the persons looking after them;
- your accident records;
- your medication records.
There is no common agreement about the length of time other records should be kept but recent European Court of Human Rights judgements suggest that it should be for as much as 21 years and 3 months. As a minimum however, records should be kept until after the next inspection.

You may wish to consider the following factors in making your own decision:

- requirements of other organisations such as the Inland Revenue;
- other requirements, for instance child protection;
- the long-term welfare of the children. For example, medical or behavioural information which may help in the future;
- which records leave with the child, such as records of achievement and which should remain, for instance registration information;
- protecting yourself and staff in case of future legal action (Standard 11: Behaviour, 11.5);
- where records are kept when a setting closes.

In some settings it is standard practice for records to transfer from one provision to the next with the child. Where this happens, you may wish to ensure that if you need to access such records after the child has departed, you are still able to do so.

You may also wish to consider keeping additional information such as:

- a daily diary;
- attendance records including arrival and departure times;
- an introductory leaflet about the setting;
- a record of achievement for each child;
- any compliments, comments or references the setting has received.

### Availability of records (14.2)

You need to ensure that the records you keep which relate to your activities as a day-care provider (NOT the business) are available for inspection by Ofsted at any time. This means that you should keep these records:

- on the registered premises when the out of school provision is running;
- where they can easily be accessed but not by unauthorised people (Standard 2: Organisation, 2.5).

If you keep records on computer, you need to bear in mind:

- how the records can be shown to child care inspectors promptly if they ask to see them, even if you or your manager are not present at the time. For example, if they are protected by a password, it must be available immediately;
- your responsibilities under the Data Protection Act. If records relating to individual children are kept on computer (as opposed to information about the business) you may have to register under the Data Protection Act (see Standard 2: Organisation, 2.5).
Notification of changes (14.3)

Children Act Regulations – you must notify Ofsted about any significant changes or events

You need to inform Ofsted as soon as possible, of any changes or events which you consider significant. Significant changes or events means anything which may affect the safety and welfare of any child in the care of the setting or the registration of you and the setting.

Such changes or events might be:
- structural alterations or an extension to the premises;
- anything that adversely affects the smooth running of the setting. For example, the breakdown of the heating system;
- changes in the rooms used for caring for children;
- changes to the outside, such as adding a pond or pool, building work or taking down fencing;
- a change in staff;
- a serious illness or accident to you or your staff;
- the serious illness of a cared for child or a serious accident whilst at the setting;
- the death of a child or member of staff;
- police or social services involvement with you or anyone who lives or is employed on the premises.

Records to be kept

Children Act Regulations - the following records must be kept on the premises

Particulars required in all cases:
- the name, home address and date of birth of each child who is looked after on the premises;
- the name, home address and telephone number of a parent;
- the name, home address and telephone number of the registered person and every other person living or employed on the premises;
- the name, home address and telephone number of any other person who will regularly be in unsupervised contact with the children looked after there;
- a daily record of the names of the children looked after on the premises, their hours of attendance and the names of the persons who looked after them;
- a record of accidents occurring on the premises;
- a record of any medicinal product administered to any child on the premises, including the date and circumstances of its administration, by whom it was administered, including medicinal products which the child is permitted to administer to himself, together with a record of a parent’s consent.
Particulars where the registered person is providing day care:

- a statement of the procedure to be followed in the event of a fire or accident;
- a statement of the procedure to be followed in the event of a parent failing to collect a child or of a child being lost;
- a statement of the procedure to be followed where a parent has a complaint about the service provided by the registered person;
- a statement of the arrangements in place for the protection of children, including arrangements to safeguard the children from abuse or neglect and procedures to be followed in the event of allegations of abuse or neglect.

A list of all the records, policies and procedures set out in the National Standards for Under Eights Day Care and Childminding are set out below.

**Standard 2: Organisation**
- Staff/volunteer/committee member information 2.5
- Registration system for children and staff 2.13

**Standard 6: Safety**
- Risk assessment 6.2
- Record of visitors 6.4
- Fire safety procedures 6.9
- Fire safety records 6.9
- Operational procedures for outings 6.12
- Vehicle records including insurance 6.12
- List of named drivers 6.12

**Standard 7: Health**
- Administration of medicines policy 7.5
- Prior parental consent to administer medicines 7.5
- Record of medicines administered 7.5
- Prior parental consent for emergency treatment 7.8
- Accident record 7.9
- Sick children policy 7.10
- No smoking policy 7.12

**Standard 8: Food and Drink**
- Individual children’s dietary needs records 8.2

**Standard 9: Equal Opportunities**
- Equal opportunities policy 9.1
Standard 10: Special Needs

- **Written statement about special needs** 10.1

Standard 11: Behaviour

- **Behaviour management policy** 11.1
- **Incident record** 11.5

Standard 12: Working in Partnership with Parents and Carers

- **Admissions policy** 12.1
- **Complaints procedure** 12.1
- **Record of complaints** 12.3

Standard 13: Child Protection

- **Child protection statement** 13.2

Additionally, there may be other documentation **NOT** required by the National Standards but which may provide evidence of compliance with them. The following list is not comprehensive but such evidence may include:

- staff rotas which show the deployment of staff;
- copies of qualifications and training outcomes, such as certificates, induction programmes, statements from authorised trainers;
- planning permission documents;
- environmental Health and Fire Officer reports;
- maintenance and cleaning of premises and equipment;
- gas and electrical safety checks;
- policies, such as employment, confidentiality, health and safety;
- procedure on collection of children;
- roles and responsibilities of volunteers and committee members;
- constitution of the committee.

**What the inspector looks for**

- the documents that you keep;
- where and how long documents are kept;
- whether you have notified Ofsted of changes to your circumstances.

The inspector bases judgements on the extent to which:

- records are accessible, stored securely and confidentiality is maintained;
- your arrangements for sharing records with parents keep them well informed about their child's progress.
Annex A Alternative Criteria for Open Access Schemes

The following are alterations to the relevant criteria in the main Out of School Care module to cater for the different circumstances in which Open Access Schemes operate. The numbers relate to the criteria in the main module.

The focus for Annex A

Children attending open access schemes have a right to play in a safe and suitable environment. This is best achieved where staff, with appropriate training and experience in playwork, actively plan to ensure children are not put at risk. Staff plan a programme of activities and take account of children’s own preferences and choices. They talk to and play with children, establishing good relationships. Although children are able to leave unaccompanied, the registered person has effective systems for managing access and informing parents of arrangements.

Organisation (Reference criteria 2.3, 2.4, 2.6, 2.10, 2.13 relate to Standard 2)

Good relationships between staff and children depend on staff being:

- friendly, available and involved in activities;
- observant and responsive to children’s needs;
- aware of interactions between children;
- able to both direct play activities when needed and to stand back and allow free play where appropriate.

You may wish to contact the local EYDCP or organisations such as Kids’ Club Network (KCN), the National Training Organisation for Sport, Recreation and Allied Occupations (SPRITO) about training opportunities in playwork.

For staff to carry out their responsibilities effectively, they need to:

- know what is expected of them;
- have the necessary skills to carry out these expectations;
- understand how the setting works.

You can achieve this by:

- job descriptions;
induction training;
continuing training.

See Standard 2: Organisation, 2.4 in the main module for details.

When deploying staff and deciding on staffing ratios you need to consider:

- security;
- the size and layout of the premises inside and outside;
- the location of facilities such as toilets and changing areas;
- the ages and abilities of the children, including those with special needs;
- the qualifications and experience of staff and volunteers;
- the activities being offered;
- the patterns of children’s attendance.

In open access schemes more children may turn up than expected. If this happens, you are not necessarily expected to turn children away but you will need contingency plans to:

- restore minimum staffing ratios quickly;
- manage more children wishing to attend than places available (as shown on the registration certificate).

If you operate in public areas, your risk assessment should show that:

- the staff:child ratio is appropriate to the activities and location;
- staffing arrangements meet the needs of all the children attending;
- you are aware of potential hazards such as busy roads, ponds, pools, rivers, animals and discarded items;
- unknown adults have been identified and addressed.

Regular volunteers who may be taken into account in staffing ratios are those people whom you expect to attend on a planned basis.

Trainees who are employed by the setting to develop their skills and who may also be following a course of study may be counted in the staffing ratios as unqualified staff. The amount of supervision required by any particular trainee or volunteer is a matter for your judgement and will depend on:

- a satisfactory police check;
- their competence and experience.

When setting up a registration system consider the following:

- whether individual children’s details are known including name, address, emergency contact, allergies and medication;
• recording date and time of arrival and departure of children, staff and visitors;
• ensuring information is regularly updated;
• how and when registers will be used in an emergency. For example, in case of fire;
• where registers will be kept;
• when registers will be taken;
• ensuring all staff are aware of their responsibilities to keep registers;
• keeping a record of all other people on the premises.

Physical Environment (Reference criteria 4.7, 4.9 relate to Standard 4)
You may need contingency plans in case of wet weather when all attending children might need to be inside.

Safety (Reference criterion 6.4 relates to Standard 6)
Access can be managed by:
• controlled entry to the premises;
• suitable perimeter security such as fencing.

In public areas you may need to:
• increase the staff:child ratio;
• encourage staff to be vigilant about the proximity of other adults;
• keep play and activity spaces under close control.

You may also need to have contingency plans in case:
• a child under 5 wishes to attend;
• a child is collected by another child.

Food and Drink (Reference criterion 8.3 relates to Standard 8)
It is helpful to discuss with parents who provide food and drink for their children the importance of:
• providing safe food taking into account the storage facilities available;
• suitable containers, such as cool boxes.

You may wish to seek advice from the Local Authority Environmental Health Department.

Partnership with Parents (Reference criteria 12.5, 12.6 relate to Standard 12)
You need to agree with parents that the emergency contact should be someone:
• with whom the child is familiar;
• who can collect the child within a reasonable time.
You may also need:

- parents’ written permission to seek emergency medical assistance.
- information on how any medication for a child is managed.

**What the inspector looks for**

If you operate an open access scheme, the inspector will make judgements about your provision under each of the relevant standards.

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**Annex B Overnight Care**

These are additional criteria to be met by registered persons of out of school care who wish to care for children overnight (e.g. in camps or other temporary events).

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**The focus for Annex B**

*Children being cared for overnight have additional care needs. Registered persons need to ensure children’s safety and privacy are safeguarded, by suitable staffing arrangements. Children should have easy access to staff and a safe and suitable space to sleep. Children’s needs are best met where staff obtain information from parents about routines and habits, and share with the parents their arrangements for care.*

**Organisation (Reference B1 relates to Standard 2)**

When assessing the suitability of members of staff working overnight, the minimum requirements must be met. Any person left in charge overnight needs to meet the qualification requirements for supervisory staff.

Emergencies can be more difficult to manage at night when children are sleeping. Think about:

- the suitability and experience of staff on duty at night;
- being sensitive to children’s feelings and preferences about the gender of their carer;
- clear procedures in case of emergency. For example each member of staff having identified responsibilities;
- handover procedures between night staff and day staff (if different) to ensure continuity of care.
Physical Environment (References B2, B3 relate to Standard 4)

When considering sleeping arrangements think about:

- the type of bedding needed;
- the location of a child’s bed or cot in relation to the gender and ages of other children and adults who are sleeping overnight;
- the grouping of brothers and sisters;
- separate accommodation for staff.

Where appropriate, you need to ensure that heating systems are safe and in working order.

In addition, overnight temperatures vary according to the season and you need to ensure that children remain comfortable. For example, providing adequate bedding in winter.

You may wish to discuss with parents who provides items such as toothbrush, flannel, towel and hairbrush so that the child has sole access to them.

Consider how a child’s privacy might be respected by listening to their wishes and being aware of issues such as bullying and child protection.

Safety (References B4 – B6 relate to Standard 6)

It is important to maintain health and safety requirements when offering overnight care. (Standard 5: Equipment, Standard 6: Safety). A separate risk assessment may be necessary for overnight care especially if using temporary accommodation (Standard 6: Safety, 6.2).

Fire risks are potentially greater at night when people are asleep. You need to ensure that:

- all fire safety measures, including those for camp fires, are fully in place;
- all staff are aware of these measures.

Consider the following checks, where appropriate, to maintain night time security:

- any alarm system is working properly;
- outside doors are properly locked;
- windows are secure;
- gas and electrical appliances are turned off.

You need to ensure that anyone who is sixteen or over and is staying overnight at the same time as cared for children, has had a satisfactory police check (Standard 1: Suitable Person, 1.1).

Health (Reference B7 relates to Standard 7)

Levels of hygiene and cleanliness need to be maintained whether you are caring for children during the day, or at night or both (Standard 4: Physical Environment, 4.1, Standard 7: Health, 7.1).
Food and drink (Reference B8 relates to Standard 8)

It is important to establish through discussions with parents, children’s needs for food and drink when caring for them overnight. (Standard 8: Food and Drink; Standard 12: Working in Partnership with Parents and Carers).

Working with parents (References B9, B10 relate to Standard 12)

Both parents and children can be anxious about being separated overnight. You can help reassure parents and settle children by showing them the space where the child will sleep, being aware of cultural or religious practices and discussing care arrangements including:

- preferred comforters;
- eating and drinking preferences;
- introducing staff who will be working at night;
- planned activities and trips;
- appropriate clothing and equipment.

Documentation (References B11, B12 relate to Standard 14)

You need to consider how you make emergency contact with the parent or other authorised person should the child become very distressed. Parents’ contact numbers may be different at night than during the day and may change according to their commitments.

Children’s needs at night are likely to be different from their needs during the day and you may wish to consider a separate contract for children staying overnight to ensure that all individual needs are known and can be met.

What the inspector looks for

If you care for children overnight the inspector will make judgements about how their needs are met under each of the relevant standards.
Appendix 1 Organisations and publications which can provide useful sources of information

This is only a selection. There are many other organisations and publications which could be of help to you. When you identify them, add them to this list and if you can, contact the Ofsted website (see below).

Advisory, Conciliation and Arbitration Service (ACAS) Standard 2
Brandon House
180 Borough High Street
London SE1 1LW
Tel. 08457 474747
Website: www.acas.org.uk
ACAS publishes booklets on recruitment, induction, appraisal, supervision and other matters related to employment.

Association of British Insurers Standard 6
51 Gresham Street
London EC2V 7HQ
Tel. 020 7600 3333
Website: www.abi.org.uk
Can provide information on all types of insurance.

British Standards Institution (BSI) Standard 5
389 Chiswick High Road
London W4 4AL
Tel. 020 8996 9001
Website: www.bsi-global.com
BSI can provide information on BS EN standards. Alternatively, you may contact the Trading Standards offices at the Local Authority.

Centre for Accessible Environments Standard 10
Nutmeg House
Gainsford Street
London SE1 2NY
Tel. 020 7357 8182
Website: www.cae.org.uk
CAE provide information and training on accessibility of the built environment for disabled people.
Chartered Institute of Environmental Health (CIEH)

Chadwick Court
15 Hatfields
London SE1 8DJ
Tel. 020 7928 6006
Website: www.cieh.org.uk

CIEH maintains and promotes improvements in public and environmental health and publishes information, for example: “Basic Health and Safety at Work”

Advice about kitchens, laundry facilities and general hygiene matters can be obtained from the Local Authority department which deals with Environmental Health.

Commission for Racial Equality (CRE)

St. Dunstans House
201–211 Borough High Street
London SE1 1GZ
Tel. 0207 939 0000
Website: www.cre.gov.uk

CRE works towards the elimination of racial discrimination and promotes equality of opportunity.

“The Cradle to School: A practical guide to race equality and childcare”

Daycare Trust

21 St Georges Road
London SE1 6ES
Tel. 020 7840 3350
Website: www.daycaretrust.org.uk

Daycare Trust promotes affordable childcare for all, offers advice and produces information and publications.

Department for Education and Skills (DfES)

DfES Publications
PO Box 5050
Sherwood Park
Annesley
Nottingham NG15 0DJ
Tel. 0845 6022260
Website: www.dfes.gov.uk

DfES produces circulars and guidance, including:

“Recruiting Childcare Workers – A Guide for Providers”

“Recruitment Strategies for Childcare Workers”

“Childcare Start-up Guides: Good Practice in Childcare”

“Code of Practice (1994) for the Identification and assessment of Special Educational Needs” (being revised)

Curriculum Guidance (with QCA)

N.B. DfES was the DfEE until June 2001.
**Department for Transport, Local Government and the Regions (DTLR) Standard 6**

Roads, Vehicles and Road Safety Division. Tel. 020 7944 8300  
Website: www.roads.dtlr.gov.uk  
DETR provides Information on legal requirements for vehicles, including seatbelts and child restraints.

**Department of Health (DOH) Standard 1**

Publications Centre  
PO Box 276  
London SW8 5DT  
Tel. 020 7873 0011  
Website: www.doh.gov.uk for others  
DOH produces circulars and guidance, including:  
“Choosing with Care” (particularly chapters 3, 4, 5)  
“A guide to the general food hygiene regulations”

**Early Years Equality (EYE) Standard 5**

PO Box 28  
Wallasey  
CH45 9NP  
Tel. 0151 639 1778  
EYE produces various publications on equality issues anti-racist practice. info@eyequality.co.uk

**Foundation for the Study of Infant Deaths (FSID) Standard 6**

Artillery House  
11–19 Artillery Row  
London SW1P 1RT  
Tel. 0870 7870554  
Website: www.sids.org.uk  
FSID aims to prevent infant death and promote baby health.

**Health and Safety Executive (HSE) Standard 6**

HSE Books  
PO Box 1999  
Sudbury  
Suffolk CO10 2WA  
HSE Infoline: 08701 545500  
Website: www.hse.gov.uk  
There are 16 Area Offices covering England. HSE is responsible for enforcing Health and Safety at Work legislation and produces booklets on various aspects of Health and Safety including:  
“Essentials of Health and Safety at Work”  
“Five Steps to Risk Assessment”  
“Everyone’s guide to RIDDOR”  
“Basic guide to the Control of Substances Hazardous to Health (COSHH) Regulations 1999”
Home Office
Public Enquiry Team
7th Floor
50 Queen Anne’s Gate
London SW1H 9AT
Tel. 0870 000 1585
Website: www.homeoffice.gov.uk
The Home Office produces numerous guidance publications, including:
“Safe from Harm: A code of practice for safeguarding the welfare of children in voluntary organisations in England and Wales.”

Kids’ Clubs Network
Bellerive House
3 Muirfield Crescent
London E14 9SZ
Tel. 020 7512 2112
Information Line: 020 7512 2100
Website: www.kidsclubs.org.uk
Kids’ Club Network (formerly National Out of School Alliance) produces various publications including:
“School’s Out”
“Guidelines for good practice for out of school care schemes”

Mencap
123 Golden Lane
London EC1Y 0RT
Tel. 020 7454 0454
Website: www.mencap.org.uk
Mencap works with people to fight discrimination and provides advice to families and carers.

National Association of Toy and Leisure Libraries (NATLL)
68 Churchway
London NW1 1LT
Tel. 020 7387 9592
Website: www.natll.org.uk
NATLL supports toy libraries and promotes awareness of the importance of play.

National Childminding Association (NCMA)
8 Mason’s Hill
Bromley
Kent BR2 9EY
Tel. 020 313 3679
Helpline: 0800 1694486
Website: www.ncma.org.uk
NCMA promotes childminding as a high quality form of day care for children. They publish guidelines and information on various aspects of childminding including business aspects, quality standards, contracts, recording, equal opportunities, managing children’s behaviour, and offer training and advice.

National Children’s Bureau (NCB)
8 Wakley Street
London EC1V 7QE
Tel. 020 7843 6000
Website: www.ncb.org.uk
NCB aims to identify and promote the interest of all children. They are a source of good practice and produce numerous publications including:
“Working Towards Partnership in the Early Years” by Pugh, G. and De’Ath, E.
“Young children in group day care – guidelines for good practice”
National Day Nurseries Association (NDNA)
Oak House
Woodvale Road
Brighouse
West Yorkshire
HD6 4AB
Tel. 0870 7744244
Website: www.ndna.org.uk
NDNA promotes quality childcare and education for all children in the early years and provides support, advice and training programmes.

National Playbus Association
AMS House
93 Whitby Road
Brislington
Bristol BS4 4AR
Tel. 0117 977 5375
www.playbus.org.uk

Office for Standards in Education (Ofsted)
Early Years Directorate
Alexandra House
33 Kingsway
London WC2B 6SE
Tel. 0845 601 4771
Website: www.ofsted.gov.uk
The Early Years Directorate of Ofsted is responsible for the registration and inspection of early years provision from September 2001 and publishes information on all aspects of regulation.

Office of the Information Commissioner
Standard 2
Wycliffe House
Water Lane
Wilmslow
Cheshire SK9 5AF
Tel. 01625 545745
Website: www.dataprotection.gov.uk
The Information Commissioner provides information on the requirements of the Data Protection Act 1998 and is now also responsible for Freedom of Information.

Pre-School Learning Alliance (PLA)
Standard 3
69 Kings Cross Road
London WC1X 9LL
Tel. 020 7833 0991
Website: www.pre-school.org.uk
PLA is an umbrella organisation linking pre-schools and supporting the active involvement of parents. It provides training and publications.

Qualifications and Curriculum Authority (QCA)
Standard 3
QCA Publications
PO Box 99
Sudbury
Suffolk CO10 2SN
Tel. 01787 884444
Website: www.qca.org.uk
QCA is the organisation responsible for developing the National Qualifications Framework of which NVQs are a part. QCA jointly published with DfES, “Curriculum guidance for the foundation stage”. This contains the early learning goals and guidance on how practitioners can support children’s progress.
Royal Society for the Prevention of Accidents (RoSPA) Standard 4
RoSPA House
Edgbaston Park
353 Bristol Road
Birmingham
B5 7ST
Tel. 0870 777 2227
Website: www.rospa.com
RoSPA produces various publications on safety, including:
“Home Safety.”

St. John Ambulance Association Standard 7
National HQ
27 St John’s Lane
London EC1M 4BU
Tel. 0870 235 5231
Website: www.sja.org.uk
SJA has offices throughout England.
Appendix 2

Poisonous plants

The following is a list of some of England’s most readily available, commonly grown plants which are very poisonous. The list is not comprehensive.

<table>
<thead>
<tr>
<th>Latin Name(s)</th>
<th>Common Name(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aconitum</td>
<td>Monkshood</td>
</tr>
<tr>
<td>Arum</td>
<td>Arum Lily, Lords and Ladies</td>
</tr>
<tr>
<td>Atropa beladonna</td>
<td>Belladonna, Deadly Nightshade</td>
</tr>
<tr>
<td>Brugmansia, Datura</td>
<td>Datura, Angels Trumpets</td>
</tr>
<tr>
<td>Colchium</td>
<td>Autumn Crocus</td>
</tr>
<tr>
<td>Convallaria</td>
<td>Lily of the Valley</td>
</tr>
<tr>
<td>Daphne</td>
<td>Daphne</td>
</tr>
<tr>
<td>Dieffenbachia (a houseplant)</td>
<td>Leopard Lily, Dumb Cane</td>
</tr>
<tr>
<td>Digitalis</td>
<td>Foxglove</td>
</tr>
<tr>
<td>Euphorbia</td>
<td>Spurge</td>
</tr>
<tr>
<td>Gloriosa superba (a conservatory/indoor plant)</td>
<td>Glory Lily</td>
</tr>
<tr>
<td>Hedera</td>
<td>Ivy</td>
</tr>
<tr>
<td>Helleborus</td>
<td>Hellebore, Lenten Roses</td>
</tr>
<tr>
<td>Laburnum</td>
<td>Laburnum, Golden Rain</td>
</tr>
<tr>
<td>Lantana</td>
<td>Lantana</td>
</tr>
<tr>
<td>Nerium</td>
<td>Oleander</td>
</tr>
<tr>
<td>Primula obconica</td>
<td>The Poisonous Primula</td>
</tr>
<tr>
<td>Prunus laurocerasus</td>
<td>Cherry Laurel</td>
</tr>
<tr>
<td>Ricinus Communic</td>
<td>Castor Oil Plant</td>
</tr>
<tr>
<td>Ruta</td>
<td>Rue</td>
</tr>
<tr>
<td>Taxus</td>
<td>Yew</td>
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</tbody>
</table>