

Early Years Register: preparing for your registration visit

This booklet is to help those applying for registration on the Early Years Register prepare for their registration visit.

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Introduction

We have produced this guidance to help you prepare for your registration visit. Working through the questions will help you think about how you intend to deliver your childcare service and how you will demonstrate your intentions to the Ofsted inspector when they visit.

Why should I prepare for my registration visit?

Preparation will help you to consider how best to create and maintain your service, so that it meets the highest standard and offers the best experience for young children. This guidance has some key questions for you to consider as you plan your provision, in relation to the legal requirements and good practice guidance of the Early Years Foundation Stage (EYFS).

The EYFS pack

You must have a copy of the EYFS pack before the inspector visits. You can order the pack from the Department for Children, Schools and Families publications centre on 0845 6022260. The pack contains the statutory framework, practice guidance, poster and cards; these can also be downloaded from the EYFS website (www.standards.dcsf.gov.uk/eyfs/site/resource/pdfs.htm). The pack also has a CD-ROM with resources from the EYFS website (www.standards.dcsf.gov.uk/eyfs/site/index.htm).

The EYFS legal requirements are detailed in the statutory framework. You should take time to read and understand them and consider the practice guidance.

The CD-ROM has useful information that will help you prepare for the visit and give you guidance on answering the inspector's questions.

As you go through this guidance you will notice that we have numbered the legal requirements. The documents the inspector will bring will also use these numbers. They are not used in the statutory framework.

How should I use this guidance?

The guidance is not a definitive list of questions that the inspector will ask, but a selection of questions to help you think about how you will meet the welfare and learning and development requirements of the EYFS.

You do not have to complete this guidance or give it to the inspector when they visit. We recommend that you read it before the day of your visit, perhaps alongside any pre-registration training you may be attending. Remember, if you are applying to be a childminder you will need to have completed a paediatric first aid course before your registration can be granted, so consider how you might achieve this.

You may want to make notes in the guidance to help you feel confident in explaining to the inspector how you intend to deliver your service. You may also want to use the guidance to make notes during your visit: this will help you to see what you understand and what areas you are less sure about.

What should I think about when answering the questions?

You should think about how you will put into practice the themes of EYFS framework: a unique child, positive relationships, enabling environment and learning and development. You should consider what policies, procedures and documentation you should have. You must ensure that all children who may attend your provision, irrespective of ethnicity, culture or religion, home language, family background,

learning difficulties and/or disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.

You may want to jot down a few points to remind you of what you want to say to the inspector about how you intend delivering your childcare service.

As you go through the questions you may find that some of your answers cover both the welfare and learning and development requirements especially in 'W4: Organisation'. Rather than write the same points twice, you might want to tag such points with 'L&D' to remind you of the link between the welfare and the learning and development requirements.

Working through the guidance will help you to understand the importance of all the requirements in providing a high quality service that meets the individual needs of all children so that they reach their full potential.

During the visit

During the visit the inspector will want you to tell them how you intend to implement the legal requirements of the EYFS. The requirements are listed on the following pages. The inspector will talk to you and take notes about what you say to help decide about your suitability to care for children. You may want to consider preparing some of the documents that you will need to meet the requirements, and what equipment and resources you will need. This will help the inspector understand how you intend to care for and educate young children; remember that all children learn most effectively through purposeful play.

If you intend to care for children from birth to eight years of age, you will need to apply to be on both the Early Years Register and the Childcare Register.

The Early Years Register is for those intending to care for children aged from birth to the 31 August following their fifth birthday, which is the end of the EYFS.

The compulsory part of the Childcare Register is for those intending to care for children aged from the end of the EYFS to under eight years.

If this is the case you should take time to consider the requirements for both registers. In most aspects they are very similar, but there are some differences.

Should you require any assistance with completing this guidance, please contact your local authority. Your local authority is a source of information and advice for you and will have development workers or advisers who can help you. You will find your local authority's details in your telephone directory or visit www.dcsf.gov.uk/localauthorities/index.cfm?action=authority.

The EYFS requirements

In this section you will need to consider what you will do to ensure you meet the EYFS's welfare requirements taking into account the specific legal requirements and the guidance.

You will find a summary of the welfare requirements on pages 19 and 20 of the EYFS statutory framework. Page 22 onwards covers the legal requirements and guidance.

A) Welfare requirements

W1: Safeguarding and promoting children's welfare

W1.1: the provider must take necessary steps to safeguard and promote the welfare of children in the setting.

1. What does safeguarding children mean?

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

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

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

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

W1.2: the provider must promote the good health of the children, take necessary steps to prevent the spread of infection and take appropriate action when they are ill.

6. Have you completed a paediatric first aid course? What would you do if a child arrived with an injury or an infection? How will you store and administer medication?

7. What food and drink do you intend to provide? How will you manage this? How will you support children with allergies and/or specific dietary requirements? How will you know what these are?

8. How will you develop children's understanding about healthy eating and the importance of exercise and fresh air?

9. If you have visitors to your setting/home or members of your family who wish to smoke when children are present, how will you ensure you maintain a smoke-free environment? What messages about smoking do you need to give to children?

W1.3: children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.

10. How will you manage children's behaviour? How will this be agreed with parents? Is a written policy needed for this?

11. How will you encourage children to make good relationships with adults and their peers? How will you enable children to learn about valuing each other and understanding and respecting other cultures and beliefs?

12. How will you support a child for whom English is an additional language, but who has a good understanding of English and speaks English well?

13. How will you support a child and their family who have very little understanding of spoken English? How will you communicate with the child and their parents?

14. What do you regard as a significant event about which you would need to inform Ofsted? How would you contact us?

W2: Suitable people

W2.1: providers must ensure that adults looking after children, or having unsupervised access to them, are suitable to do so.

15. What vetting procedures will you use when recruiting staff/assistants to work with children to make sure they are suitable to do so? (If applicable)

16. How will you ensure children are never left alone with adults who have not been cleared/vetted, such as visitors to your setting/home?

17. Consider who lives or works on premises where childcare will take place. Have they all had a Criminal Records Bureau check if they need one? Do you need to keep a list of these people?

18. What events, if any, do you need to inform us about and how would you do this?

19. Do you drink alcohol? If so, how much do you drink each week? Do you think that drinking alcohol would affect your ability to care for children? Where do you store alcohol? How will you prevent children from accessing it?

20. Do you take any medication? If so, what for? Do you think that taking this medication would affect your ability to care for children? If so, what other issues do you need to consider to ensure that you are able to meet children's needs? How will you make all medication inaccessible to children?

W2.2: adults looking after children must have appropriate qualifications, training, skills and knowledge.

21. What experience and qualifications, if applicable, do you and/or your staff have in relation to care and learning for children, especially in relation to children in the EYFS age range? If you are applying to be a childminder, when will you complete your training course?

W2.3: staffing arrangements must be organised to ensure safety and to meet the needs of the children.

22. What adult:child ratios apply to the service you are applying to be registered for? How will you ensure these ratios are maintained?

23. If you are a childminder registering on the Early Years Register and the Childcare Register, how do the staffing arrangements differ for each register and how will you manage this if you work with any assistants?

24. Will you be offering overnight care? If so, how will you organise this?

W3: Suitable premises, environment and equipment

Outdoor and indoor spaces, furniture, equipment and toys must be safe and suitable for their purpose.

25. How will you meet the requirement to complete and maintain a risk assessment for your setting? How would this differ if you were going on an outing? What should be covered in the risk assessment? Should the risk assessment be recorded, if so how do you intend doing this?

26. What resources and equipment do you know you will need to meet the individual needs of children?

27. What is your understanding of what you need to do in respect of notifying us about changes to your premises?

28. How do you aim to prevent a fire on your premises? What plans will you put in place to ensure children's safety in the event of a fire, or any other situation that requires the immediate evacuation of the premises?

29. How will you make sure you meet the space requirements? How will you take into account the needs of children with special needs, such as a physical disability?

W4: Organisation

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

In this section you may find that the answers also apply to learning and development especially 'LD3: the assessment requirement'.

30. How will you find out about individual children's needs?

31. What will you consider when planning a suitable environment for children?

32. What might a typical day be like? How will you plan activities to ensure you meet the needs of the children if they are different ages, such as a baby under 12 months, a two-year-old and a four-year-old?

33. How will you observe and make records of children’s development? How will you use these records for the benefit of children? What will you share with parents?

34. How will you work in partnership with parents/carers, other providers and agencies involved in each child’s life? For example, a child who goes to a nursery and a childminder; or a child who goes to a childminder and a pre-school and is also receiving speech and language therapy?

W5: Documentation

Providers must maintain records, policies and procedures required for the safe and efficient management of the settings and to meet the needs of the children.

35. What documents will you need to have in place? Why are they important? Have you prepared any of these?

36. If you are applying to be registered on both the Early Years Register and Childcare Register, have you considered if there are any differences between the requirements of the two registers? If so, how might this apply to your service?

B) Learning and development requirements

It is important to remember in this section that each of the six areas of learning is a requirement: you will need to explain to the inspector how you are going to meet these requirements in a way that reflects the needs of each child in your care and that is appropriate to the setting.

Pages 11 to 18 of the EYFS statutory framework set out the learning and development requirements. The practice guidance provides information and advice to help you understand these requirements and put them into practice.

LD1: The Early Learning Goals

The knowledge, skills and understanding that young children should have acquired by the end of the academic year in which they reach five. Please note each area of learning is a requirement.

LD2: The educational programmes

The matters, skills and processes that are required to be taught to young children as stated under each of the areas of learning.

37. Name the six areas of learning. For each area of learning, can you give an example of a play activity for a very young child and a four-year-old that would support their learning and development?

38. How will you ensure all the children continue to be challenged, interested and excited about the activities you plan?

39. What can children gain from outdoor activities and how will this feature in your routine?

40. What will you do to promote children's enjoyment of books?

LD3: The assessment arrangements

The arrangements for assessing young children to ascertain their achievements.

41. How will you evaluate the success of the activities you plan for the children?

42. What sources of evidence might you have to record children’s progress and be able to show parents what their child has achieved during their time with you?

43. How will you know that children are progressing in their learning and development and how will you use this knowledge to plan for their further development?

C) What I still need to know

Aspects I am still unclear about and need to follow up.

We hope that you have found working through the questions helpful in developing your understanding of the EYFS. This will give you valuable information to use for your registration visit and sets you on course for a successful visit.

If you are successful with your application we will ask you to complete a self-evaluation form at least annually to help you evaluate your service. You may find the comments you have entered in this guidance helpful when completing the self-evaluation.