

Getting it right from the start toolkit

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Introduction

Welcome to Cambridgeshire

Ensuring that a new childcare provision is “getting it right from the start” is key to long term sustainability and high-quality education and care. This toolkit has been designed to support both new providers of early years and out of school provision and existing providers new to Cambridgeshire to ensure that you have a good understanding of statutory duties as well as local procedures, including the local authority membership offer.

We recommend sharing this toolkit with all stakeholders to ensure that the plans for your new provision include all aspects of business development and legal requirements. Completing the checklist in Appendix 1 will help to make sure that your legal entity is correctly established and registered with the appropriate regulatory bodies.

1. Getting your business ready

Make sure you prepare thoroughly before starting your childcare business.

Once you have your idea in place, you need to ask yourself some important questions:

- What is the purpose of your business?
- Who are you selling to?
- What are your end goals?
- How will you finance the business?
- Will income meet expenditure?
- What staff do you need?
- What legislation do you need to adhere to?
- Where will the business be based?
- What governance model will you choose?
- What will the organisation structure look like?

Reflecting on practice

Ask yourself...

- Have you fully completed the checklist found in Appendix 1?
- Are you satisfied that you have a sustainable, long term business plan?
- Have you sought relevant advice from qualified professionals, such as HR consultants/accountants to ensure that your business plan is sound?

The business planning process is concerned with defining a company's goals and determining the resources necessary to achieve those goals.

For more information, please see [Business and Governance](#), [Support for Childcare Business and Governance](#), and [Setting up and Running a Childcare Business](#).

2. The Ofsted registration process

Ofsted is the government body responsible for the registration and inspection of childcare provision. Ofsted's legal powers are set out in the Childcare Act 2006. A rigorous process for registration is important, because this opens the gateway to the provision of childcare and gives the best protection for children and reassurance to parents.

You will need to register on:

- the Early Years Register if you intend to care for children from birth to 31 August following their fifth birthday
- the compulsory part of the Childcare Register if you intend to care for children aged five to seven years.
- You can choose to register on the voluntary part of the Childcare Register if you intend to care for children aged between eight and 17 years.

If you care for children across the age ranges, you will need to register on more than one register, for example a holiday club caring for children aged three to 11 years will need to be on the Early Years Register and both parts of the Childcare Register.

Categories of childcare providers are:

- **Childminding**, individuals looking after children on domestic premises, which is not the home of any of the children being cared for.
- **Home childcarer**, individuals caring for children of no more than two families at the home of one of the children.
- **Childcare on domestic premises**, four or more people looking after children on domestic premises, including childminders and their assistants.
- **Childcare on non-domestic premises** Childcare on premises that are not domestic premises, such as nurseries or pre-schools.

To register as an early years provider, you must be familiar with the early years foundation stage (EYFS) before applying, complete an EY0 application form and complete an EY2 suitability declaration and consent to checks form; this must also be completed by anyone else involved in the application

Reflecting on practice

Ask yourself...

- Are you familiar with the registration process for the type of childcare provider you wish to become?
- Have you applied for the correct Register and paid the relevant annual fee?
- Have you prepared for your preregistration visit by considering your setting policies, ethos, pedagogy and curriculum approach?
- Have you completed a Safeguarding and welfare requirements checklist to ensure you will be compliant? (See Appendix 3)

Ofsted will then carry out checks on and interview applicants to make sure they are suitable for registration, visit the applicant to check their understanding of the requirements of registration, including how to assess any risks to children and how to help children make progress in their learning and development and visit the premises to assess their suitability for providing childcare, including access to an outdoor area for daily outdoor play. If the checks are satisfactory, they will then issue your Registration Certificate. You may not open your provision until this certificate is obtained.

For more information, please see [Providing childcare services in England - GOV.UK](#), [Become a childcare provider: pre-registration briefing - GOV.UK](#), [Registration exemptions - GOV.UK](#), and [Childminders and childcare providers: register with Ofsted - The registration visit - Guidance - GOV.UK](#).

3. The EYFS statutory framework

The overarching aim of the early years foundation stage (EYFS) is to ensure children are in an environment that helps children learn and develop well and are kept healthy and safe. All childcare providers on the Early Years Register must by law meet the safeguarding and welfare and the learning and development requirements, which can be found in the statutory framework for the EYFS.

The Safeguarding and Welfare Requirements include:

Child protection – covers the steps providers must take to safeguard children’s welfare. This includes having a policy and procedure in line with the relevant Safeguarding Children Partnership Board.

Suitable people – ensures that adults looking after children, or having unsupervised access to them, are suitable to do so.

Staff qualification, training, support and skills – covers the arrangements providers must put in place to ensure that anyone caring for children, including themselves, has appropriate training and professional development.

Key person – covers the relationship that children make with adults caring for them.

Staff:child ratios – covers the total number of staff a childcare provider can have to work directly with children and explains the exceptions to these in certain circumstances.

Health – covers the policy and procedure for children with infectious diseases and the administration of medicines.

Managing behaviour – covers providers’ responsibility for managing children’s behaviour in an appropriate way

Safety and suitability of premises, environment and equipment – covers the safety and suitability of outdoor, including outings, and indoor spaces, furniture, equipment and toys, provides the space requirements and requires a policy and procedure about the management of risk.

Special educational needs – the arrangements providers, including maintained nursery schools, must put in place to support children with SEN or disabilities.

Information and records – the type of information providers must share with parents and carers, other professionals, the police, social services and Ofsted. Childminders must keep a record of any complaints received and their outcome. It also requires providers to tell Ofsted about certain things.

Reflecting on practice

Ask yourself...

- Have you read the EYFS statutory framework?
- Do you understand what makes a person suitable to work with children?
- Have you thought about the suitability of your premises and completed a risk assessment for them?

The EYFS promotes teaching and learning through a play-based framework. Childcare providers must provide children with a broad range of knowledge and skills through a balance of adult-led and child-initiated activities. The early learning goals cover seven areas separated into three prime areas and four specific areas.

For more information, please see [Early years foundation stage - GOV.UK](#), and [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#).

4. Your curriculum, ethos and pedagogy

The curriculum is a top-level plan of the skills and knowledge the early years setting identifies that children need to be ready for their next stage of learning. Your setting needs a clear, play based curriculum which is sequenced and enables children to make good progress throughout. Your curriculum should be adapted to suit the needs of individual children. A secure knowledge and understanding of child development ensures that babies and young children are enabled to develop in many strands, like a spider's web. Neither the educational programmes within the EYFS, nor Development Matters, nor Birth to Five Matters form a complete curriculum within themselves, instead these should be the basis of a curriculum which exposes children to a wide and varied range of experiences and ensures that children develop the skills needed for future learning. Leaders and practitioners evaluate the impact of the curriculum by checking what children know and can do.

“Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.” – Ofsted Early Years Handbook, Good Grade descriptors.

The setting's ethos is clearly articulated and shared with children, parents, visitors, staff, and committee/governors. It should have a clear pedagogical approach and evolve over time based on current research, which then translates into improvements throughout the setting.

“‘Pedagogy’ is what we know about children and how they learn, together with the experiences and responses we provide, the curriculum. It describes our methodology and our understanding and beliefs of what is right for young children. In determining the nature of our pedagogy, we need to consider the child, the experiences we provide, our interactions, the spaces, the family and their community and how these factors influence each child's holistic development and progress in learning. It is important then that practitioners understand and develop a ‘shared pedagogy’. Having a shared understanding of pedagogy will enable practitioners to provide appropriate support, at a suitably challenging pace for each baby and child.” – Realising the Ambition: Being Me, National Practice Guidance (Scotland) Page 53.

Reflecting on practice

Ask yourself...

- Does your curriculum ensure that children are developing sufficient knowledge and skills for their future learning?
- Does your curriculum have the same ambitions for almost all children?
- Is your curriculum adapted to meet the needs of children with SEND, whilst still providing them with an ambitious curriculum?
- Does your curriculum ensure that children develop a wide range of vocabulary throughout their time in the setting?
- Have all stakeholders been involved in developing the setting ethos?
- How do you share your ethos with families?
- Do you understand shared pedagogical practice?

For more information, please see [Realising the ambition](#)* chapters 5 and 6, and [Early years inspection handbook - GOV.UK](#).

*Size: 15.9MB File format: pdf

5. The Ofsted education inspection framework

Once a provider is registered on the Ofsted Early Years Register, regular inspections are carried out to evaluate the overall quality and standards of its early years provision in line with the principles and requirements of the statutory framework for the EYFS. Inspection provides an independent, external evaluation of the quality of provision and standards achieved in an early years setting, and a diagnosis of what it should do to improve, based upon a range of evidence. Frequency of inspection depends on several factors including previous inspection outcomes, if Ofsted has received a concern about a setting or a risk assessment requires an inspection to be carried out and the time since the last inspection. School run provision is inspected as part of the school inspection.

- Safeguarding is not graded during an inspection, but there will be a written judgment in the inspection report.
- For early years settings inspectors make judgements on each of four areas, quality of education, behaviour and attitudes, personal development and leadership and management. These judgements will be either that the setting is Outstanding, Good, Requires Improvement or Inadequate. Inspectors then make a judgment on the “overall effectiveness” of a setting’s standard of education and care within the same four headings.
- For settings only registered on the childcare register the framework for the regulation and inspection of providers on the Childcare Register is used.
- Providers, including childminders, registered on the Early Years Register but that only provide care exclusively for children at the beginning and end of the school day or in holiday periods will be inspected without receiving grades against the four judgements of the inspection framework. The inspector will make a judgement only on the overall effectiveness: quality and standards of the early years provision. The inspection will result in one of three possible outcomes: met, not met with actions, not met with enforcement. Information for before and after school or holiday providers can be found in Annex A of the Early Years Inspection Handbook.

Reflecting on practice

Ask yourself...

- Have you read the relevant inspection frameworks?
- Do you understand what will happen during an Ofsted inspection?
- Have you looked at the different grade descriptors (if relevant) and understand how to ensure these are demonstrated in your setting?
- Have you read some Ofsted reports from similar types of settings to understand what is included?

For more information, please see [Education inspection framework \(EIF\) - GOV.UK](#), [Early years inspection handbook - GOV.UK](#), and [Framework for the regulation of providers on the Childcare Register - GOV.UK](#).

6. Safeguarding responsibilities

Safeguarding children is a vital element within the responsibilities of childcare providers. Providers registered with Ofsted on the Early Years Register must comply with the safeguarding and welfare requirements of the [Early years foundation stage \(EYFS\) statutory framework](#). Childcare providers registered on the Ofsted Childcare Register, Compulsory Part or Voluntary Part, must comply with all the core childcare register requirements: [Childminders and childcare providers: register with Ofsted - Registration requirements - Guidance - GOV.UK](#).

Cambridgeshire County Council offers a wide range of training to early years and childcare providers to ensure they can meet the safeguarding requirements of both the EYFS and the childcare register requirements. All training includes relevant and up to date information about local policy and procedure to ensure a thorough knowledge of safeguarding responsibilities is gained. For further details about Basic Child Protection training, Designated Safeguarding Lead for early years and childcare training and other safeguarding courses, please refer to [Safeguarding and Child Protection](#) via the Learn Together Cambridgeshire [Professional Development Programme](#) on. We strongly recommend using Cambridgeshire training to ensure that you are fully familiar with local procedures. Ideally this should be completed prior to the setting opening.

Both the Early Years Register, EYFS, and childcare register require childcare providers to have safeguarding and child protection policies and procedures in place. Model policies and templates, produced by the local authority, can be accessed by members of the [Cambridgeshire Early Years and Childcare: Designated Safeguarding Lead for Early Years & Childcare \(PVI\) - Knowledge Hub](#). An invite to join the hub is sent when the local authority Basic Child Protection training, and Designated Safeguarding Lead for early years and childcare training is completed.

[Group settings allegation flowchart](#)* and guidance is available to ensure providers manage appropriately allegations of abuse made against staff or volunteers working in the setting, as required by Ofsted. *Size: 135KB File format: pdf

A document containing a list of all recommended documents for DSLs are available on the [Cambridgeshire Early Years and Childcare: Designated Safeguarding Lead for Early Years & Childcare \(PVI\) - Knowledge Hub](#).

Reflecting on practice

Ask yourself...

- Are you familiar with your safeguarding duties as required by legislation?
- Do you have details of Cambridgeshire safeguarding procedures and contact information?
- Are all staff working or volunteering with children confident with their safeguarding responsibilities?
- Have you considered booking staff on training for Basic Child Protection and Designated Child Protection prior to opening?

For more information, please see [Safeguarding, and Intervention, Safeguarding Children Partnership Board | Cambridgeshire and Peterborough Safeguarding Partnership Board](#), and the [Stat guidance template](#)* What to do if you're worried a child is being abused.

*Size: 320KB File format: pdf

7. The role of play

Giving children the opportunity to play freely is of utmost importance. Children's right to play is a human right defined by article 31 of the UN Convention on the Right of the child, see introduction.

Free play has markedly reduced for many children in recent years, despite the many benefits to them. Some of the benefits of freely chosen, child-initiated play are:

- The promotion of healthy brain development – in play children are solving problems, creating, thinking, experimenting and creating connections in the brain. Children who are unable to access play have brains up to 30% smaller than those who do.
- [Create a playground to reduce stress and anxiety](#) – when children play, they generate benzodiazepine naturally which helps to reduce stress levels. Play can support children in processing experiences.
- The development of children's communication skills, and [early learning: 10 reasons why play is important](#) – through play children try out new vocabulary, talk with adults and friends and use their imagination in storytelling and role play.
- An improvement in physical and [mental health](#)* – it is recommended that school age children take part in four to five hours of physically active play every day. *Size: 4.6MB File format: pdf
- A chance to explore their environment and wider community.

The above benefits may occur naturally in play. Play is central to the EYFS as children learn best when they can explore through play. Through play, children develop language skills, emotional understanding and regulation, creativity and social skills. Play can take place in different environments, indoors, outdoors, in the setting and away from it and it is by playing in different environments that children explore and discover their immediate world. Some children may need additional support with play due to barriers to learning and may need support from an adult or adjustments to be made to the physical environment to enable them.

For more information, please see [Charter for Play — Play England](#).

Reflecting on practice

Ask yourself...

- How do I know which of the children I work with are experiencing stress or anxiety and how do I support them?
- How do I ensure children have access to physically active play?
- How do I support children to explore their wider community through play?
- How can I find out more about healthy brain development in the age range I work with?
- Do I understand how children learn through play?

8. Equal opportunities and supporting children with SEND

To be fully inclusive we need to consider the following factors in our settings:

Environment:

Our environment is adapted to meet all children's individual needs.

Attitudes:

Adults are positive role models and support and facilitate play and learning for all children.

Policies:

Our policies fully reflect the needs of the children in our setting and are clearly written.

Families:

All families are welcomed in our setting, and we communicate effectively with them.

Ethos:

We have a clear ethos, written by our team, which everyone strives to always achieve.

In quality inclusive provision, staff will have undertaken training, professional qualifications and professional development that supports inclusion. Regularly monitoring and evaluating the effectiveness of the provision in meeting the needs of all the children helps to identify areas of weakness. It is a requirement of the EYFS that every setting has a Special Educational Needs Co-ordinator (SENCo). It is a requirement within Cambridgeshire that all early years settings also have a trained Equalities Named Co-ordinator who oversees and promotes inclusive practice within the setting as part of the setting's management team. Training opportunities for both these roles can be found on [Booking and reservations for Early Years Workforce Development](#).

Reflecting on practice

Ask yourself...

- How do we ensure we are offering inclusive opportunities for all children?
- Do we discuss, understand and respond to individual children's needs?
- What does our setting need to do to develop inclusion?
- Do our policies reflect an ethos of inclusive practice?
- How do we change communication methods with families when needed? Do we get to know families in advance of children starting with us?
- What are our setting strengths and how do we build upon these?
- Do we ensure all members of staff understand the inclusive ethos?
- Do we know how to obtain support if we need it?

For more information, please see [Cambridgeshire SEND](#), and [Supporting Inclusive Practice](#).

9. Local authority support

Cambridgeshire County Council Supports all early years and childcare providers in several ways. Our Universal Offer is available to all Cambridgeshire early years and childcare providers and ensures everyone has free access to:

- The Learn Together Cambridgeshire website.
- Business and Governance briefings.
- Essential email updates.
- Statutory support.
- Our range of interest groups on Knowledge Hub.
- The opportunity to purchase places at Forums, chargeable briefings, courses, masterclasses, and conferences at the standard price.
- An annual contact by telephone and a visit once every three years.

In addition to this there is a membership offer. For a small fee, dependent on type of setting and size, settings can access an additional range of services including:

- Member discount for all staff on training programme courses and conferences unless otherwise stated .
- Early Years Adviser telephone and email support as frequently as needed.
- A visit, including a professional discussion or support session around a topic of your choice.
- Free places at Forums or Network meetings, and free places at Cambridgeshire Essentials courses.

For settings who are deemed by Ofsted to be Requires Improvement or Inadequate and other providers where there are concerns about the quality of service a setting improvement plan (SIP) will be created based on the recommendations or actions set by Ofsted. The setting will be mentored and monitored primarily by an Improvement Adviser. The free support will take the form of bespoke training linked to the Ofsted actions and recommendations, brokered visits to other providers, and/or coaching and mentoring within the setting. The setting will jointly own the action plan and will be involved in the monitoring of actions. Intervention support will remain in place until the setting achieves an Ofsted outcome of good or better.

For more information, please see [Membership Offer](#), or email earlyyears.service@cambridgeshire.gov.uk.

Reflecting on practice

Ask yourself...

- Am I aware of all the different support on offer from the Local Authority?
- Do I know how to contact my Early Years Adviser?
- Have I costed out the benefits of membership and do I fully understand them?
- Have I ensured the Early Years Service have the correct contact details for my setting?

10. Early education funding

This supports the national scheme administered by local authorities to offer funded early learning and childcare places. This includes [childcare entitlement for working parents](#) of children aged nine months to two years, who are eligible for 1140 hours. Additionally some [funded hours for eligible two year olds](#) meeting certain criteria are entitled to a maximum of 570 hours of funded early learning. [Funded hours for all three- and four-year-olds](#) are entitled to a maximum of 570 hours funded early learning and childcare per year. Three- and four-year olds of eligible working parents who meet certain criteria are entitled to an additional 570 hours funded early learning and childcare per year.

All types of funded hours must have the option of being free at the point of delivery, in other words there must be an option to take the hours such that the parent does not have to pay anything in addition for the place.

In addition to these three entitlements, some children are eligible for the following entitlements:

- Early Years Pupil Premium (EYPP) The EYPP is designed to narrow the attainment gap between young children from low-income families and their peers. All children aged nine months to four years who meet the eligibility criteria can benefit from the funding. It is paid to early years providers on an hourly rate basis, linked to the first 15 claimed hours for eligible children.
- Deprivation Funding provides additional funding to settings on a per child basis to children living in a postcode area deemed to be deprived according to the Income Deprivation Affecting Children Index (IDACI). There is a scaled amount provided for eligible children based on one of four bands.
- Disability Access Funding (DAF) each year if the child is in receipt of disability living allowance (DLA).

EYPP, Deprivation funding and DAF are all paid to support individual children and settings should ensure that they evidence how this money supports the child and should involve the parents in spending decisions.

To find out more about the legal framework and principles go to the Early Years Funding Code of Practice for Local Authorities within the [Early education and childcare](#) statutory guidance.

Reflecting on practice

Ask yourself...

- Have I contacted PlacePlanningReferrals0-19@cambridgeshire.gov.uk to ensure they are aware that I am setting up a new Cambridgeshire provision?
- Have I considered how parents will access funded hours?
- Do I have a process for identifying and supporting children eligible for an additional entitlement?
- Do I have everything in place to accept funding?
- Is your funding policy clear, transparent and shared with parents?

If you are a new or existing childcare provider and wish to start drawing down early years funding you will need to be Ofsted registered and have agreed to the conditions within the [CambsEYC local agreement](#).

For more information, please see [Early years funding | Cambridgeshire County Council](#).

Appendix 1: Business planning and employment checklist

Question	Yes	No	Contact/links	Comments
What sort of provision do you want to set up and is there a need for the proposed childcare?			PlacePlanningReferrals0-19@cambridgeshire.gov.uk Cambridgeshire 0 - 19 Place Planning and Sufficiency	
Do you have a business plan?			Write a business plan - GOV.UK Business and Governance	
Have you completed market research and SWOT analysis?			SWOT: Strengths, Weaknesses, Opportunities, Threats Business and Governance Support for Childcare Business and Governance	
Have you identified your legal structure?			Choosing the right business structure – Companies House Set up a charity: Set up a charity - GOV.UK Business and Governance Support for Childcare Business and Governance	
Have you registered the business at Companies House/Charities Commission			Companies House - GOV.UK Set up a charity: Set up a charity - GOV.UK	
Have you identified suitable, safe, accessible premises in accordance with EYFS, Equality Act 2010, and Health and safety requirements? Section 3.62-3.68 EYFS			The Equality Act 2010 includes laws aimed at ending the discrimination that many disabled people face. The Act grants disabled people rights of access to goods and services, education, employment, transport and accommodation. Early years foundation stage (EYFS) statutory framework - GOV.UK Equality Act Guide for EY Size: 26.5MB File format: pdf Equality Act 2010 Health and Safety at Work etc Act 1974 - HSE	

Question	Yes	No	Contacts/links	Comments
Do you have a formal lease/licence/rent agreement in place with the landlord?			Renting out your property: Landlord responsibilities - GOV.UK PlacePlanningReferrals0-19@cambridgeshire.gov.uk Cambridgeshire 0 - 19 Place Planning and Sufficiency	
Do you know what the premises agreement covers regarding utilities, business rates maintenance, etc?			PlacePlanningReferrals0-19@cambridgeshire.gov.uk Cambridgeshire 0 - 19 Place Planning and Sufficiency	
Do the premises meet the requirements as stated in Section 3.62-3.68 of the EYFS? Do you know how many children you can be registered for?			Early years foundation stage (EYFS) statutory framework - GOV.UK You will need to ensure you meet the following indoor space requirements: <ul style="list-style-type: none"> • Children under two years: 3.5 m2 per child. • Two-year-olds: 2.5 m2 per child. • Children aged three to five years: 2.3 m2 per child. 	
Do you have a clear organisational and staffing structure in mind /being developed which adheres to staff/children ratios and qualifications requirements? Section 3.9-3.15 EYFS Section 3.35-3.46 EYFS			Early years foundation stage (EYFS) statutory framework - GOV.UK Business and Governance Staff Structure Modelling Toolkits	
Have you registered with a DBS umbrella company? Section 3.9-3.15 EYFS			Find a DBS umbrella body company - GOV.UK	



Question	Yes	No	Contacts/links	Comments
Do you have up to date job descriptions and person specifications?			Job description templates How to Write a Job Description	
Have you completed Safer Recruitment training? Section 3.9 EYFS			Business and Governance Safer Recruitment Business and Governance	
Do you have induction and supervision templates? Section 3.26-3.28 EYFS			Early years foundation stage (EYFS) statutory framework - GOV.UK Staff Retention Guidance Supporting Leadership in the EYFS Business and Governance	
Do you have a template for terms and conditions of employment? These need to be issued on or before the start of employment.			The right to a written statement - Written statements - Acas	
Will you be using an HR/Payroll company			A payroll service provider is a company that automatically processes payroll calculations, payroll tax statements, year-end taxes and more. Many employers prefer to use payroll service providers to help ensure their employees and taxes are paid accurately and on-time.	
Have you registered with HMRC/pension provider?			HMRC online services: sign in or set up an account: Set up an account for HMRC online services - GOV.UK Apply to register a pension scheme - GOV.UK Get your business ready to employ staff: step by step - GOV.UK	
Do you have relevant employment policies and insurance in place?			Acas Making working life better for everyone in Britain Employers' liability insurance - GOV.UK	

Question	Yes	No	Contacts/links	Comments
Have you got financial policies and monitoring systems in place?			Business and Governance Sustainability / Legal	
Do you know your breakeven costs?			Business and Governance Sustainability / Legal	
Have you registered for early years funding for eligible children? Nine months to four years.			Early years funding Cambridgeshire County Council Early education and childcare - GOV.UK	
Will you be offering Universal, Extended, Funded Two's and Expanded entitlements?			Early years funding Cambridgeshire County Council Childcare entitlement for working parents Cambridgeshire County Council Early education and childcare - GOV.UK	
Have you decided on your fee structure and admissions criteria?			Early education and childcare - GOV.UK Admissions and Invoicing Business and Governance	
Do you have systems in place that comply with UK GDPR regulations? Section 3.77-3.83 EYFS			Getting started with data protection a step-by-step guide ICO The UK GDPR ICO	
Do you have the correct insurance in place for your business?			Public liability insurance covers you if a customer or member of the public makes a claim against your business relating to injury or property damage.	

Appendix 2: Safeguarding and welfare requirements checklist

Childminders are not required to have written policies and procedures. However, they must be able to explain their policies and procedures to parents, carers, and others. Please refer to statutory framework paragraph 3.3.

Please note practitioners in out of school care settings should refer to the Safeguarding and Welfare Requirements Checklist in 'Playwork - Beyond Quality' the Quality Framework for Playwork settings.

Additionally, practitioners working in the EYFS in maintained schools should refer to the Early Years Quality Framework for Schools.

Statutory Requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
Child protection	A safeguarding policy and procedures for child protection that include: <ul style="list-style-type: none"> • Actions to be taken in the event of an allegation. • Action to be taken if there are concerns about the welfare of a child. 					
	An appropriately trained Designated Person is available to take responsibility for all safeguarding issues including: <ul style="list-style-type: none"> • Taking responsibility for liaison with local statutory children's services agencies and Local Safeguarding Partners (LSP) • Providing relevant support, advice, and guidance to all staff in the setting on all safeguarding issues. 					
	Providers must have regard to <ul style="list-style-type: none"> • The Government's statutory guidance Working together to safeguard children - GOV.UK, • Prevent duty guidance: England and Wales (2023) - GOV.UK. Schools are required to have regard to the statutory guidance Keeping children safe in education 2024* and other providers may find this helpful. *Size: 1,739KB File format: pdf					

Statutory Requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
	Providers must train all staff to understand their safeguarding policy and procedures and ensure they all have up to date knowledge of safeguarding issues.					
	Concerns about children's safety or welfare must be referred to the Multi Agency Safeguarding Hub (MASH) without delay.					
	Providers must inform Ofsted: <ul style="list-style-type: none"> • Of any allegations of serious harm or abuse by any person living, working, or looking after children on the premises. • Of the action taken in respect of the allegations. These notifications must be made as soon as is possible, or at the latest within 14 days of the allegations being made.					
Suitable people	Effective systems/procedures/policy in place to ensure the safer recruitment of suitable practitioners and committee members.					
	Committee members must complete not only their DBS checks, but EY2's in the expected time frame.					
	Providers must have effective systems in place to ensure that practitioners and any other person who is likely to have regular contact with children, including those living or working on the premises, are suitable.					
	Providers must obtain an enhanced criminal records disclosure for every person aged 16 and over who works directly with children or lives/works on the premises. Additional criminal record check/s have taken place for any staff member that has lived or worked abroad. For full details refer to statutory framework, paragraphs 3.11-3.12.					

Statutory Requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
	<p>Providers must tell staff they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children or who are living in the same household as the registered provider on the premises where childcare is provided. Disclosures must be made at the latest within 14 days of the date the provider became aware of the information. Refer to Ofsted guide 'Disclosure and Barring Service' 090103.</p>					
	<p>Providers must record information about staff qualifications and the identity checks and vetting processes that have been completed.</p>					
	<p>Providers have a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed, or would have been, had the person not left the setting first. Refer to section 35 of the Safeguarding Vulnerable Groups Act 2006. All staff on the Ofsted system need to be signed up for the DBS update service.</p>					
	<p>Committee members must complete not only their DBS checks, but EY2's in the expected time frame. Please see guidance notes.</p>					
Disqualification	<p>Providers must notify Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided.</p>					
Staff taking medication/other substances	<p>Staff members must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If staff members are taking medication, refer to the statutory framework 3.21.</p>					
	<p>All medication on the premises must be securely stored, and out of the reach children, at all times.</p>					

Statutory Requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
Staff qualifications, training, support, and skills	Providers must ensure all staff receive induction training which includes: <ul style="list-style-type: none"> • Emergency evacuation procedures. • Safeguarding. • Child Protection. • PREVENT. • Health and Safety issues. 					
	Providers must put appropriate procedures in place for staff supervision which include opportunities to: <ul style="list-style-type: none"> • Discuss any issues regarding children’s development or wellbeing, including child protection concerns. • Identify solutions to address issues as they arise. • Receive coaching to improve their person effectiveness. 					
	The manager must hold an approved level 3 qualification and at least two years’ experience in an early years setting, or other suitable experience.					
	At least half of all the other staff must hold at least an approved level 2 qualification.					
	The named Deputy Manager must be capable and qualified to take charge in the manager’s absence.					
	Staff holding an Early Years Educator qualification must have a suitable level 2 qualification in English and Maths. Early years qualifications list: UK only - GOV.UK					
	Childminders must have relevant EYFS training and ensure that assistants are competent in all areas of work they undertake.					

Statutory Requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
	At least one person who has a current pediatric first aid (PFA) certificate must always be on the premises and available when children are present and must accompany children on outings. Childminders, and any assistant who might be in sole charge of the children for any period, must hold a full current PFA 27 certificate.					
	PFA training must be renewed every three years and be relevant for workers caring for young children and where relevant, babies.					
	A member of staff with a PFA certificate must be able to respond to emergencies quickly, re-premises layout and staffing.					
	Staff must have sufficient understanding and use of English to ensure the well-being of children in their care.					
Key person	Each child must be assigned as a key person.					
Staff:child ratios	Staffing arrangements must meet the needs of all children and ensure their safety.					
	Children must usually be within sight and hearing of staff and always within sight or hearing.					
	Providers must ensure and demonstrate that staff: child ratios meet the requirements of the statutory framework for the number and age of children and staff qualifications 3.35-3.49.					
	Childminders to refer to the statutory framework 3.39-3.49.					
Medicines	The provider must promote good health, including good oral health of children.					
	Procedures must be in place for responding to children who are ill or infectious.					

Statutory Requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
	The provider must have a policy and procedures for administering medicines.					
	Training must be provided for staff where the administration of medicine requires medical or technical knowledge.					
	Written permission must be obtained from parents and/or carer where medicine is being administered to a child and providers must keep a written record each time medicine is administered and inform parents on the same day 3.54.					
Food and drink	Meals, snacks, and drinks must be healthy, balanced, and nutritious.					
	Fresh drinking water must always be available and accessible to children.					
	Providers must obtain information about any special dietary requirements, preferences, and food allergies that a child has, and any special health requirements and act on these.					
	There must be suitable facilities for the hygienic preparation of food.					
	Providers should refer to example menus for early years settings in England for guidance on menu planning, food safety, managing food allergies and reading food labels, which staff preparing food will find helpful in ensuring that children are kept safe.					
	All staff involved in preparing and handling food must receive training in food hygiene.					
	Cases of food poisoning affecting two or more children must be reported to Ofsted within 14 days of the incident.					
Accident or injury	Providers must ensure there is always a first aid box accessible with appropriate content for use with children.					

Statutory Requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
	Providers must keep a written record of accidents or injuries and first aid treatment given.					
	Providers must inform parents and/or carers of any accident or injury sustained by the child on the same day.					
	Providers must notify Ofsted of any serious accident, illness, or injury of any child in their care, and of the action taken. Childcare: reporting children's accidents and injuries - GOV.UK					
Managing behaviour	Providers are responsible for managing children's behaviour in an appropriate way.					
	Providers, including childminders, must keep a record of any occasions where physical intervention is used and parents and / or carers must be informed on the same day.					
Safety and suitability of premises, environment, and equipment	Providers must ensure their premises are fit for purpose and suitable for the age of children cared for.					
	Providers must comply with the requirements of Health and Safety legislation, including fire safety and hygiene requirements.					
	Providers must take reasonable steps to ensure the safety of children, staff, and others on the premises in case of fire or another emergency and must have: <ul style="list-style-type: none"> • A fire risk assessment. • An emergency evacuation procedure. • Appropriate fire detection and control equipment in working order. • Clearly identifiable fire exits. • Fire doors free of obstruction and easily opened from the inside. 					

Statutory Requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
Smoking and vaping	Providers must not allow smoking in or on the premises when children are present or about to be present. Staff should not vape or use e-cigarettes when children are present, and providers should consider Public Health England advice on their use in public places and workplaces					
Premises	Premises and equipment must be organised in a way that meets the needs of children. Refer to the statutory framework 3.66.					
	Providers must provide access to an outdoor area or ensure outdoor activities are carried out on a daily basis.					
	Providers must follow their legal responsibilities under the Equality Act 2010.					
	Sleeping children must be frequently checked and should be in a separate room for children under the age of two.					
	Infants should be placed down to sleep safely in line with the latest government safety guidance. Reduce the risk of sudden infant death syndrome (SIDS) - NHS					
	Providers must ensure there is an adequate number of toilets and handbasins available.					
	Providers must ensure there are suitable hygienic changing facilities for any children who are in nappies.					
	Providers must ensure there is an area where staff can talk to parents and/or carers confidentially and for staff to take breaks away from areas used by children.					
Providers must only release children into the care of individuals who have been notified to the provider by the parent and/or carer.						

Statutory Requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
	Providers must ensure children do not leave the premises unsupervised.					
	Providers must take all reasonable steps to prevent unauthorised people entering the premises and have an agreed procedure for checking the identity of visitors.					
	Providers must consider what additional measures are necessary when children stay overnight.					
	Providers must carry public liability insurance to cover all premises.					
Risk assessment	Providers must ensure that they take all the reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks.					
	Providers must determine where it is helpful to make some written risk assessments.					
	Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.					
Outings	Providers must assess the risks or hazards to ensure all children are kept safe while on outings, including consideration of adult to child ratios.					
	Providers who transport children must ensure the vehicles and drivers are adequately insured.					
	Providers must have arrangements in place to support children with Special Educational Needs (SEN) or disabilities.					

Statutory Requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
Special Educational Needs	Providers who are funded by the local authority to deliver early education places must have regard to the SEND code of practice: 0 to 25 years - GOV.UK.					
	Providers, in group provision, are expected to, and childminders are encouraged to identify a Special Educational Needs Coordinator (SENCo).					
Information and records	Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting and to ensure the needs of all children are met.					
	Providers must enable a two-way flow of information with parents and/or carers, and between providers.					
	Records must be easily accessible and available. Confidential information and records must be held securely. Providers must be aware of their responsibilities under the Data Protection Act 1998, Freedom of Information Act 2000 and Data protection: The UK's data protection legislation - GOV.UK.					
	Providers must ensure that all staff understand the need to protect the privacy of children in their care and the legal requirements that exist to ensure that information relating to the child is managed in a way that ensures confidentiality.					
	Parents and/or carers must be given access to all records about their child, except where DPA 1998 applies.					
	Records must be retained for a reasonable period after a child has left the provision.					
Information about the child	Providers must record the following information for each child in their care: <ul style="list-style-type: none"> • Full name. 					

Statutory Requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
	<ul style="list-style-type: none"> • Date of birth. • Name and address of every parent and/or carer who is known to the provider, and information about any other person who has parental responsibility for the child. • Which parent(s) and/or carer(s) the child normally lives with. • Emergency contact details for parents and/or carers. 					
Information for parents and carers	<p>Providers must make the following information available to parents and/or carers:</p> <ul style="list-style-type: none"> • How the EYFS is being delivered in the setting, and how parents and/or carers can access more information. • The range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home. • How the setting supports children with special educational needs and disabilities. • Food and drinks provided for children. • Details of the provider's policies and procedures, all providers except childminders must make copies available on request, including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting. • Staffing in the setting, the name of their child's key person and their role, and a telephone number for parents and/or carers to contact in an emergency. 					
Complaints	<p>Providers must put in place written procedures for dealing with concerns and complaints and must keep a written record of complaints and their outcome.</p>					

Statutory Requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
	Childminders must keep a record of any complaints and their outcome.					
	Providers must investigate written complaints within 28 days and notify complainants of the outcome.					
	Records of complaints must be made available to Ofsted on request.					
	Providers must make details of how to contact Ofsted available to parents and/or carers.					
	Providers must notify parents and/or carers about an inspection, by Ofsted, and provide a copy of the report.					
	Providers must make Ofsted contact details available to parents/carers.					
Information about the provider	Providers must hold the following documentation: <ul style="list-style-type: none"> • Name, home address and telephone number of the provider and any other person living or employed on the premises, this requirement does not apply to childminders. • Name, home address and telephone number of anyone else who will regularly be in unsupervised contact with the children attending the early years provision. • A daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person. • their certificate of registration, which must be displayed at the setting and shown to parents and/or carers on request. 					
Changes that must be notified	Providers must notify Ofsted, or the relevant childminder agency, of any significant changes, including a change of manager. See 3.87-3.88.					

Statutory Requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
Other legal duties	Providers must still be aware of and obey other relevant legislation, including: <ul style="list-style-type: none"> • Employment laws. • Anti-discriminatory legislation. • Health and safety legislation. • Data collection regulations. • Duty of care. 					

Appendix 3: Ofsted “Good” grade descriptors

Quality of Education		
Intent	Implementation	Impact
Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.	Practitioners ensure that their own speaking, listening and reading of English enables children to hear and develop their own language and vocabulary well. They read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.	Children develop detailed knowledge and skills across the seven areas of learning and use these in an age-appropriate way. Children develop their vocabulary and understanding of language across the EYFS curriculum.
The provider’s curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.	Practitioners and leaders use assessment well to check what children know and can do to inform teaching. This includes planning suitably challenging activities and responding to specific needs. Leaders understand the limitations of assessment and avoid unnecessary burdens for staff or children.	Children are ready for the next stage of education, especially school, where applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on.
The provider has the same ambitions for almost all children. For children with particular needs, such as those with high levels of SEND, their curriculum is still ambitious and meets their needs.	Practitioners present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children’s understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.	Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development.
Implementation Children benefit from meaningful learning across the EYFS curriculum.		Children understand securely the early mathematical concepts appropriate to their age and stage that will enable them to move on to the next stage of learning.
Practitioners understand the areas of learning they teach and the way in which young children learn. Leaders provide effective support for staff with	Over the EYFS, teaching is designed to help children remember long-term what they have been taught and to integrate new knowledge into larger concepts.	From birth onwards, children are physically active in their play, developing their physiological, cardiovascular and motor skills. They show good control and coordination in

less experience and knowledge of teaching.		both large and small movements appropriate for their stage of development.
Practitioners and leaders create an environment that supports the intent of an ambitious and coherently planned and sequenced curriculum. The available resources meet the children's needs and promote their focus on learning.	Practitioners share information with parents about their child's progress in relation to the EYFS. They help parents to support and extend their child's learning at home, including how to encourage a love of reading.	Children articulate what they know, understand and can do in an age-appropriate way, holding thoughtful conversations with adults and their friends.
Ofsted Good grade descriptors		
Behaviour and attitudes	Personal development	Leadership and management
The provider has high expectations for children's behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in children's positive behaviour and conduct. They are beginning to manage their own feelings and behaviour and to understand how these have an impact on others. When children struggle with regulating their behaviour, leaders and practitioners take appropriate action to support them. Children are developing a sense of right and wrong.	The curriculum and the provider's effective care practices promote and support children's emotional security and development of their character. Children are gaining a good understanding of what makes them unique.	Leaders have a clear and ambitious vision for providing high-quality, inclusive care and education to all. This is realised through strong shared values, policies and practice. Leaders act with integrity to ensure that all children, particularly those with SEND, have full access to their entitlement to early education.
	The curriculum and the provider's effective care practices promote children's confidence, resilience and independence. Practitioners teach children to take appropriate risks and challenges as they play and learn both inside and outdoors, particularly supporting them to develop physical and emotional health.	Leaders focus on improving practitioners' knowledge of the areas of learning and understanding of how children learn to enhance the teaching of the curriculum and appropriate use of assessment. The practice and subject knowledge of practitioners, including those who are newly qualified, build and improve over time. Leaders have effective systems in place for the supervision and support of staff.

<p>Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.</p>	<p>Practitioners ensure that policies are implemented consistently. Hygiene practices ensure that the personal needs of children of all ages are met appropriately. Practitioners teach children to become increasingly independent in managing their personal needs.</p>	<p>Leaders engage effectively with children, their parents and others in their community, including schools and other local services.</p> <p>Leaders engage with their staff and are aware of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload, to avoid any unnecessary burdens.</p>
<p>Children benefit fully from the early education opportunities available to them by participating and responding promptly to requests and instructions from practitioners.</p>	<p>Practitioners provide a healthy diet and a range of opportunities for physically active play, both inside and outdoors. They give clear and consistent messages to children that support healthy choices around food, rest, exercise and screen time.</p>	<p>Those with oversight or governance understand their role and carry this out effectively. They have a clear vision and strategy and hold senior leaders to account for the quality of care and education. They ensure that resources are managed sustainably, effectively and efficiently.</p>
	<p>Personal development</p>	<p>Leadership and management</p>
<p>Relationships among children, parents and staff reflect a positive and respectful culture. Children feel safe and secure.</p>	<p>A well-established key person system helps children form secure attachments and promotes their well-being and independence. Practitioners teach children the language of feelings, helping them to appropriately develop their emotional literacy. See pages 8 and 9 of the EYFS statutory framework, which set out the personal, social and emotional development (PSED) area of learning. Relationships between staff and babies are sensitive, stimulating and responsive.</p>	<p>The provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding.</p>
	<p>Practitioners value and promote equality and diversity and prepare children for life in modern Britain. They do this in an age-appropriate way to help children to reflect on their differences and understand what makes them unique. Practitioners do this by teaching children to be respectful and to</p>	<p>The provider has a culture of safeguarding that facilitates effective arrangements to: identify children who may need early help or are at risk of neglect, abuse, grooming or exploitation, help children to reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to children.</p>

	<p>recognise those who help us and contribute positively to society, developing children's understanding of fundamental British values, developing children's understanding and appreciation of diversity, celebrating what we have in common, and routinely challenging stereotypical behaviours and promoting respect for different people.</p>	
	<p>Practitioners help children to gain an effective understanding of when they might be at risk, including when using the internet, digital technology and social media and where to get support if needed.</p>	<p>Leaders protect staff from harassment, bullying discrimination.</p>

Appendix 4: Documents checklist

Have you ensured that you have a copy of:

- [Early years foundation stage \(EYFS\) statutory framework - GOV.UK.](#)
- [Development Matters - Non-statutory curriculum guidance for the early years foundation stage*](#) and/or Birth to Five Matters.
*Size: 24.6MB File format: pdf
- [What to expect, when? - Foundation Years](#) guide for parents.
- [Cambridgeshire County Council Early Years Leaders \(PVI\)](#) - Quality Framework.
- [Information for parents carers 2021-2022](#) Size: 224KB File format: pdf
- Handouts for parents about two-year development check

Have you ensured that you have displayed a copy of:

- [Cambridgeshire Early Years and Childcare: Designated Safeguarding Lead for Early Years & Childcare \(PVI\)](#) - Child protection (LADO) flowchart.
- [Ofsted poster for parents childcare 2024](#) Size: 250KB File format: pdf
- [NSPCC Helpline posters.](#)