



Childminder: A One-Minute Guide to developing a Safeguarding and Child protection Policy.

The requirements for all Childminders to have a safeguarding policy is clearly outline within the EYFS which states:

3.6 Childminders must have and implement policies and procedures to keep children safe and meet EYFS requirements. Childminders solely registered on the early years register or with an early year's CMA 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 (for example Ofsted inspectors or the CMA with which they are registered). Childminders must ensure any assistants follow these policies and procedures. Policies and procedures should be in line with the guidance and procedures of the relevant LSP.

3.7 Safeguarding policies must include:

- *The action to be taken when there are safeguarding concerns about a child.*
- *The action to be taken in the event of an allegation being made against anyone living, working, or looking after children at the premises from which the childcare/childminding is provided.*
- *How mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting.*
- *Procedures to follow to check the suitability of new recruits.*
- *Detail of how safeguarding training is delivered and how practitioners are supported to put this into practice.*

An effective **safeguarding policy** encompasses several crucial elements to ensure the safety and well-being of individuals. In line with **all** the requirements of **section 3 of the safeguarding and welfare requirements of the EYFS** here are the key components that should be included and considered within your settings policy.

Considerations and tip for writing your policy

| Components | Explanation |
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| Clear Statement of Intent and aims of the policy. | The policy should begin with a concise and unequivocal statement that outlines the organization's commitment to safeguarding. It sets the tone for the entire policy. Within the aims of your policy, you should set how you will meet your commitment to keeping children safe. |
| Definitions. | Clearly define terms related to safeguarding and child protection this should include different types of abuse, and safeguarding topics such as, neglect, exploitation, and harm. |
| Roles and Responsibilities. | Detail the roles and responsibilities of different individuals within the organization. This includes the designated safeguarding lead, roles of assistants, and volunteers. Everyone should understand their obligations and how to report concerns. Specify the scope of the policy, including who it applies to |
| Responding to Concerns. | Describe the process for handling safeguarding concerns. This includes immediate actions to protect the individual, who in your setting leads on safeguarding (for childminders please see section 3.4 of the EYFS). Conducting investigations (if the concern is about an assistant, another childminder or volunteer), involving relevant authorities (e.g., police, social services, LADO, children, and families front door). |
| Reporting Procedures. | Clearly outline the steps for reporting safeguarding concerns. Specify how to report incidents, who to contact, and the confidentiality protocols. Encourage a culture of openness and transparency. |
| Record Keeping. | Stress the importance of accurate and confidential record keeping. Document incidents, actions taken, and outcomes. Records are essential for accountability and learning. (Check through section 3 to ensure you keep records around all areas where records must be kept.) |
| Training and induction. | Regularly train assistants, volunteers and ensure own professional development on safeguarding policies and procedures. Ensure you, any assistants, volunteers (also include any adult living in the home where childminding takes place) recognize signs of abuse, understand reporting responsibilities, and know how to respond appropriately. Policies, procedures, training, and |

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| | understanding should be ensured before any assistants begin working in your setting, it is also your responsibility to ensure continued understanding. |
| Relationships to other policies | Your safeguarding policy will include many aspects of safeguarding including, Prevent, British Values, Safer Recruitment, Supervision, PFA, and SEND and safer eating. (Please use section 3 in its entirety to ensure you include all aspects of the safeguarding and welfare requirements with the EYFS 2025) |
| Partnerships working. | Highlight the need for collaboration with external agencies, such as social services, law enforcement, and healthcare providers. Effective safeguarding often involves multi-agency cooperation. |

Remember, an effective safeguarding policy is not static; it evolves to adapt to new challenges, guidance, and emerging risks. You must prioritize the safety and well-being of all individuals within your establishment and review your policy regularly.

Remember, safeguarding is everyone's responsibility.

Here are some valuable resources for staff to enhance their understanding of safeguarding:

[Early years foundation stage \(EYFS\) statutory framework](#)

[Warwickshire safeguarding website](#)

[NSPCC Resources:](#)

[Safe in Warwickshire](#)

[Warwickshire safeguarding training brochure](#)

['Safeguarding children and protecting professionals in early years settings: online safety considerations'](#)

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| Training | All training should be in line with annex C of the EYFS 2025. Conduct regular safeguarding training sessions for any assistants and keep your own knowledge up to date. Ensure understanding around recognizing signs of abuse, safeguarding topics, reporting procedures, and confidentiality. Use real-life scenarios to enhance understanding. The Safeguarding Awareness training resources produced by Warwickshire Early Years Quality, standards and Safeguarding Team can be used to support with this along with 7 minute briefings and one minute guides |
| Induction | Introduce safeguarding as part of your assistant induction process . Assistants should understand your policies, procedures, yours, and their responsibilities before they commence their employment. |
| Policy Communication | Ensure that your safeguarding policy is accessible to all. This includes assistants, parents, volunteers, and visitors. Distribute it electronically or in print, and make sure everyone has read it and understands it thoroughly. |
| Designated Safeguarding Lead (DSL) | As a childminder you are the DSL and therefore must have up to date safeguarding knowledge. Training for your role as a DSL must be in line with annex C of the EYFS. You need to be a point of contact for assistants, parents, and visitors, providing guidance, answering questions, and handling concerns. Ensure your knowledge is up to date through accessing Warwickshire DSL training and Safeguarding Network Meetings. |
| Regular Reminders and questioning | Send out regular reminders via email, posters, or meetings to assistants. Highlight key points from the safeguarding policy and emphasize reporting channels and procedures. Use hot spot questioning and quizzes to gain an insight into assistants understanding of policy and procedures. |
| Safeguarding Scenarios and lesson learnt briefings | Share safeguarding scenarios (safeguarding awareness training slides have several scenarios) and discuss with assistants or other childminders, how they should respond in different situations? Encourage an open discussion. Share and look at lesson learnt briefings. Discuss the lessons which can be learnt from these and review practise and provision in relation to these discussions. Safeguarding Warwickshire Lessons-learnt-briefings |
| Role-Specific Training | Tailor the training you provide for specific roles and areas you have identified for development through supervision. |
| Collaboration with External Agencies. | Invite representatives from local authorities , police, or child protection agencies to provide training or workshops this could be done as part of a group of childminders. Their expertise adds credibility. |
| Promote a Culture of Vigilance. | Always be observant and vigilant and encourage everyone who comes into your setting to do the same. This can also include other childminders you may link up with. If something seems not right, you should report it promptly. Trust your instincts. |
| Incorporate Safeguarding within supervision meetings and Appraisals. | Include safeguarding as a discussion point within supervision meetings with assistants and as a performance evaluation criterion within appraisal . Encourage an open dialogue and confidentiality during supervision meetings so assistants can share and discuss any concerns they hold. |