

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 outlined within the EYFS (Early Years Foundation Stage) which states:

3.6 Childminders must have and implement policies and procedures to keep children safe and meet EYFS requirements. They must be able to explain their policies and procedures to parents, carers, and others (for example Ofsted inspectors or the childminder agency 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 the childminder or an assistant.*
- How mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting.*

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

Writing your policy

Components	Explanation	Childminder EYFS 2024 section 3 links
Clear Statement of Intent and aims of the policy.	The policy should begin with a concise and unequivocal statement that outlines the organisation's commitment to safeguarding. It sets the tone for the entire policy. Within the aims of your policy, you should set out how you will meet your commitment to keeping children safe.	3.1, 3.2, 3.3, 3.6
Definitions.	Clearly define terms related to safeguarding and child protection this should include different types of abuse and neglect, including wider safeguarding forms of abuse and safeguarding issues such as Exploitation, Online Safety, Prevent and Domestic Abuse.	3.6, 3.7, 3.8, 3.27
Roles and Responsibilities.	Detail the roles and responsibilities of different individuals within the organisation. This includes the Designated Safeguarding Lead, staff members, and volunteers. Everyone should understand their obligations and how to report concerns. Specify the scope of the policy, including who it applies to (e.g., employees, volunteers, and parents).	3.4, 3.5, 3.8, 3.9, 3.27, 3.28
Responding to Concerns.	Describe the process for responding to safeguarding concerns. This includes immediate actions to protect the individual, who in your organisation leads on safeguarding concerns (this should be the DSL) conducting investigations (if the concern is about a staff member or volunteer), involving relevant authorities (e.g., police, social services, LADO (Local Authority Designated Officer), Children and Families Front Door). Your policy also needs to be in line with Warwickshire's Policies and Procedures.	3.5, 3.7, 3.8, 3.9, 3.21, 3.27
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, trust, and transparency.	3.7, 3.8, 3.9, 3.13, 3.18, 3.21, 3.63, 3.71
Record Keeping.	Stress the importance of accurate and confidential record keeping. Document incidents, actions taken, and outcomes. Records are essential for accountability and learning. Records need to be kept regarding medicines, recruitment, complaints made, staff and children's personal details and information. Use section 3 of the EYFS 2024 to ensure you include all areas where record keeping applies.	3.8, 3.10, 3.14, 3.15, 3.19, 3.52, 3.61, 3.76, 3.77, 3.78, 3.79, 3.80, 3.81, 3.82
Training.	Regularly train staff and volunteers on your safeguarding policies and procedures. Ensure they recognise signs of abuse, understand their reporting responsibilities, and know how to respond appropriately.	3.24, 3.26, 3.27, 3.28, 3.31
Relationships to other policies	Your safeguarding policy will include many aspects of safeguarding including, Prevent, British Values, Safer Recruitment, Supervision, PFA, and SEND (Special Educational Needs and Disabilities). (Please use section 3 in its entirety to ensure you include all aspects of the safeguarding and welfare requirements with the EYFS 2024)	3.7, 3.11, 3.32, 3.34, 3.60, 3.75,
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.	3.8, 3.9,

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

Developing a secure understanding of Safeguarding policies and procedures and promoting safeguarding

Components	Explanation
Training	Conduct regular safeguarding training sessions for any assistants and keep knowledge up to date. These sessions should cover topics such as recognising signs of abuse, reporting procedures, and confidentiality. Use real-life scenarios to enhance understanding. The Safeguarding Awareness training resources produced by Warwickshire Early Years 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 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. You are the 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 update training and DSL network meetings.
Regular Reminders and questioning	Send out regular reminders via emails, posters, or meetings to assistants. Highlight key points from the safeguarding policy and emphasise reporting channels and procedures. Use hot spot questioning and quizzes to gain an insight into assistants understanding of policies and procedures. Shape training and meetings to address any gaps in knowledge which arise through questioning.
Safeguarding Scenarios and lesson learnt briefings	Share safeguarding scenarios and discuss with assistants how they should respond in different situations. Encourage an open discussion, share safeguarding scenarios, and discuss with assistants how they should report in different situations. Encourage an open discussion. Share and look at lessons learnt briefings. Discuss the lessons that can be learnt from these and review practice and provision in relation to these discussions. Safeguarding Warwickshire Lessons-learnt-briefings
Role-Specific Training	Tailor the training you provide for specific roles. Linked to medical needs and individual care plans.
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 and demonstrates developing effective practice.
Promote a Culture of Vigilance.	Always be observant and vigilant, 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 and follow procedures, make it clear we all have a duty of care to safeguard children, children's welfare is our collective responsibility.
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 appraisals . Encourage an open dialogue and confidentiality during supervision meetings so assistants can share and discuss any concerns they hold.

awareness in your Early Years Provision

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:](#)

[Safeguarding network.](#)

[Safe in Warwickshire](#)

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