

E: Training, support, and skills - Childminders

What do I need to know?

- Legal Framework
 - [Equality Act 2010](#)
 - [The Health and Safety \(First-Aid\) Regulations 1981](#)

- [EYFS statutory framework for childminders \(publishing.service.gov.uk\)](#) pages 19 – 20, paragraphs 3.24 – 3.37.

Training, support, and skills (pages 18-24 of audit)	Things to consider and discuss:
<p>Are you aware that what you and any childminding assistants know, plan for, and do matters for children’s learning, development, safety, and happiness in settings?</p>	<ul style="list-style-type: none"> • How do you identify what training and professional development opportunities you and any assistants require to ensure they provide a high-quality education for children? • What training and professional development opportunities have you and any assistants undertaken? What difference has this made to their practice? What difference has this made to outcomes for children? • How is learning from training courses disseminated to any assistants? • How do you identify what training and professional development opportunities you or any assistants require to ensure that children’s welfare is promoted, and children are protected from harm? • What training and professional development opportunities have you and any assistants undertaken to ensure that children’s welfare is promoted, and children are protected from harm? How is this disseminated to any assistants? What is the impact of these training and professional development opportunities? • What training records do you keep for you and any assistants? How long do you retain these for?

	<ul style="list-style-type: none"> • Do you know how to request bespoke training from Derbyshire’s Early Years Service?
<p>Do you ensure you have appropriate skills, knowledge, and a clear understanding of their role and responsibilities in order to provide good quality early years provision?</p>	<ul style="list-style-type: none"> • Where would you find out if an assistant’s qualification is appropriate? • How do you know any assistants have the necessary skills, and knowledge? What evidence do you ask for? How and where is this information recorded? • How do you know any assistants have a clear understanding of their roles and responsibilities? How do you ensure they implement their roles and responsibilities effectively? What happens if they don’t? • If you are in the process of becoming registered as a Childminder, how will you determine that you complete training which helps you to understand and implement the EYFS before you register with Ofsted or a childminder agency? Do you know what evidence you need to provide to show your suitability? • What induction policies and procedures do you have in place? • What induction training do new employees receive? • How do you know any assistants have a clear understanding of their roles and responsibilities? • How do you ensure new employees have all the necessary information for their first day in the setting? • How do you evaluate the impact of your induction training and know that it is effective? • What other important policies and procedures do you need to share with as a part of your induction process?
<p>Do you ensure you follow your legal responsibilities under the Equality Act 2010 including the fair and equal treatment of practitioners regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation?</p>	<ul style="list-style-type: none"> • Are you and any assistants aware of your legal responsibilities under the equality act? How do you know? • Have you accessed and read guidance documentation on the Equality Act? Are there any actions to implement from this?

	<ul style="list-style-type: none"> • How have you made your legal responsibilities known and accessible to any assistants, whatever their role?
<p>Do you ensure you and any childminding assistants can demonstrate that you have knowledge and understanding of the EYFS, including how to implement it, as part of their registration with Ofsted or a CMA?</p>	<ul style="list-style-type: none"> • What training have you completed which helps you to understand and implement the EYFS? What evidence do you have? • Can you explain how you implement the EYFS?
<p>Do you ensure that you have attended a child protection training course that helps you to identify, understand and respond appropriately to signs of possible abuse and neglect at the earliest opportunity?</p> <p>Do you ensure you have taken account of any advice from the LSP or local authority on appropriate training courses?</p> <p>Do you ensure that training includes information about:</p> <ul style="list-style-type: none"> • Significant changes in children's behaviour. • A decline in children's general well-being. • Unexplained bruising, marks or signs of possible abuse or neglect. • Concerning comments from children. • Inappropriate behaviour from assistants, or any other person working with the children. This could include: inappropriate sexual comments; excessive one-to-one attention beyond what is required through their role; or inappropriate sharing of images. • Any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) female genital mutilation. Female genital mutilation - GOV.UK (www.gov.uk) 	<ul style="list-style-type: none"> • Have you completed a child protection training course? • How do you know that this training course has included the information which covers the areas that must be included such as: <ul style="list-style-type: none"> • Significant changes in children's behaviour. • A decline in children's general well-being. • Unexplained bruising, marks or signs of possible abuse or neglect. • Concerning comments from children. • Inappropriate behaviour from assistants, or any other person working with the children. This could include: inappropriate sexual comments; excessive one-to-one attention beyond what is required through their role; or inappropriate sharing of images. • Any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) female genital mutilation. Female genital mutilation - GOV.UK (www.gov.uk) • Do you know what the signs of abuse are? Are you confident that any assistants are aware of the signs of abuse and would know what to do if they were concerned? • How can you demonstrate you have taken account of the advice from the LSP or local authority on appropriate training courses? • Do you understand the importance and role of supervision? Do any assistants understand it's importance? • What supervision arrangements are in place for you and your assistants? • How do your supervision processes support and protect children and families?

<p>Childminders may find it helpful to read Child abuse concerns: guide for practitioners - GOV.UK (www.gov.uk)</p>	<ul style="list-style-type: none"> • How do you evaluate the effectiveness of your supervision arrangements - what is the impact? • What do your supervision arrangements entail? How do you ensure you provide support, coaching and training for practitioners through these arrangements? • How do you know supervision promotes the interests of children? • How do you know your supervision fosters a culture of mutual support, teamwork and continuous improvement? • Do your supervision arrangements encourage the confidential discussion of sensitive issues? Do you and any assistants know what the procedures are if they wish to confidentially discuss sensitive issues? How do you know that any assistants feel comfortable to discuss sensitive issues? Have you a space to hold confidentially sensitive issues? • What supervision arrangements are in place for any assistants? • How do you evaluate the effectiveness of your supervision arrangements? What is the impact of supervisions? • How do you ensure you address any issues and identify solutions? • Have you read the guidance for female genital mutilation and do and any assistants you know the steps you must take if you suspect or discover any risk of FGM? • Have you read Child abuse concerns: guide for practitioners - GOV.UK (www.gov.uk) and adhered to the information within this guidance? Are you confident that an assistant would respond appropriately to any concerns they have?
<p>Do you ensure you provide support, advice, and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required?</p>	<ul style="list-style-type: none"> • What support, advice and guidance do you provide to any assistants on an ongoing basis for any specific safeguarding issues as required? • How do you keep up to date with safeguarding issues as they arise? • Are you aware of the contextual safeguarding concerns in your local area?
<p>Do you ensure you make sure any assistants understand their safeguarding policies and procedures, and have up to date knowledge of safeguarding issues?</p>	<ul style="list-style-type: none"> • How do you ensure any assistants understand your safeguarding policies and procedures? How do you monitor this? • Do you provide opportunities to discuss any areas of concern? • If you identify any gaps in safeguarding issues, how do you address this?

	<ul style="list-style-type: none"> Do you know where to find or signpost any assistants to information which is up to date around safeguarding issues?
<p>Do you ensure that any training provided to assistants enables them to identify, understand and respond appropriately to signs of possible abuse and neglect (as described in paragraph 3.8)?</p>	<ul style="list-style-type: none"> How do you know that training that is accessed enables any assistants to identify, understand and respond appropriately to signs of possible abuse and neglect? How do you ensure you have sourced training that is reliable, robust, thorough and up to date?
<p>Are you aware that an approved qualification is defined by the Department for Education as meeting the criteria set out in the Early Years Qualification Requirements and Standards document?</p> <p>Childminders interested in an early years qualification may find it useful to read the Early Years Qualifications List, published on GOV.uk Check early years qualifications - GOV.UK (www.gov.uk)</p>	<ul style="list-style-type: none"> How do you know what an approved qualification is? Have you looked at the definitions as defined by the Department for Education as meeting the criteria set out in the Early Years Qualification Requirements and Standards document? Have you read the Early Years Qualifications List, published on GOV.uk Check early years qualifications - GOV.UK (www.gov.uk)?
<p>Are you aware that you are accountable for the quality of the work of any assistants, and you ensure you are satisfied that assistants are competent in the areas of work they undertake?</p>	<ul style="list-style-type: none"> How do you ensure and monitor the quality of the work of any assistants? How do you ensure they have the appropriate qualifications, training, skills and knowledge? What are the roles and responsibilities of any assistants? How do you ensure they have a clear understanding of their roles and responsibilities?
<p>Do you ensure that all assistants receive induction training to help them understand their roles and responsibilities?</p> <p>Do you ensure induction training includes information about:</p> <ul style="list-style-type: none"> emergency evacuation procedures? safeguarding? child protection? 	<ul style="list-style-type: none"> What induction policies and procedures do you have in place? What induction training do any assistants receive? How do you know assistants have a clear understanding of their roles and responsibilities? How do you ensure new assistants have all the necessary information for their first day in the setting? How do you evaluate the impact of your induction training and know that it is effective?

<ul style="list-style-type: none"> • health and safety issues? 	<ul style="list-style-type: none"> • What other important policies and procedures do you need to share with as a part of your induction process?
<p>Do you ensure you put appropriate arrangements in place for the supervision of assistants who have contact with children, families, and carers?</p> <p>Do you provide effective supervision which provides support, coaching and training for the assistants and promotes the interests of children?</p> <p>Do you provide supervision which fosters a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues?</p>	<ul style="list-style-type: none"> • Do you understand the importance and role of supervision? Do staff understand it's importance? • What supervision arrangements are in place for assistants? • How do your supervision processes support and protect children and families? • How do you evaluate the effectiveness of your supervision arrangements - what is the impact? • What do your supervision arrangements entail? How do you ensure you provide support, coaching and training for practitioners through these arrangements? • How do you know supervision promotes the interests of children? • How do you know your supervision fosters a culture of mutual support, teamwork and continuous improvement? • Do your supervision arrangements encourage the confidential discussion of sensitive issues? Do you and your assistants know what the procedures are if they wish to confidentially discuss sensitive issues? How do you know that any assistants feel comfortable to discuss sensitive issues? Have you a space to hold confidentially sensitive issues?
<p>Do you make sure you provide supervision opportunities for staff to:</p> <ul style="list-style-type: none"> • discuss any issues – particularly concerning children's development or well-being, including child protection concerns? • identify solutions to address issues as they arise? • receive coaching to improve their personal effectiveness? 	<ul style="list-style-type: none"> • What supervision arrangements are in place for assistants? • How do you evaluate the effectiveness of your supervision arrangements? What is the impact of supervisions? • How do you ensure you address any issues and identify solutions • Who delivers coaching and does it improve personal effectiveness? • Have you received training on how to support, coach and train staff? • How do you gain the opinions of assistants on the effectiveness of the supervision process?

<p>Do you ensure at least one person has a current paediatric first aid (PFA) certificate and is on the premises and is available at all times when children are present, and accompanies children on outings?</p> <p>Do you ensure the certificate is for a full course consistent with the criteria set out in Annex A of the ‘Statutory framework for the EYFS’ (pages 33 & 34)?</p>	<ul style="list-style-type: none"> • Who are the staff members with a current paediatric first aid certificate (PFA)? • When do they need to renew their qualification? How do you plan to ensure there is always at least one person in your provision holds a current PFA certificate? • How do you ensure there is always a member of staff with a current PFA certificate on-site, on visits and on school-runs? • Where do you keep your first aid kit? How do you ensure the first aid kit is easily accessible? Does everyone know where to find it? Who would use it? • Do you have separate, portable first aid kits for outings or school runs? • What procedures are in place to ensure the contents of first aid kits are regularly checked and returned to allocated storage space? • How do you know what should be in your first aid kit to meet Health and Safety Regulations? • What are your contingency plans if a staff member with a current PFA certificate isn’t available? • If you only have one person who has a current PFA certificate, what will happen should they be on sick leave or annual leave? • How do you know PFA certificates meet the requirements of the Statutory framework for the EYFS, Annex A? • Do staff renew their PFA certificate every three years?
<p><i>Are you aware training is available from a wide range of providers including: those who offer regulated qualifications; or the Voluntary Aid Societies; or those who operate under voluntary accreditation schemes; or one that is a member of a trade body with an approval and monitoring scheme; or those who operate independently of any such accreditation scheme?</i></p>	<ul style="list-style-type: none"> • How would you obtain information on local companies who are able to provide appropriate, high quality first aid training?

<ul style="list-style-type: none"> • The Register of Regulated Qualifications may help you identify PFA providers. • HSE guidance about choosing a first aid training provider may be helpful. 	
<p>Do you take into account the number of children, assistants, and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly?</p>	<ul style="list-style-type: none"> • How do you manage staff with PFA to ensure they are able to respond to emergencies quickly e.g., if staff with PFA are on another floor, in another building (on-site) or outdoors? • How quickly and easily accessible is the first aid kit and other equipment that may be required in an emergency? • How do you maintain ratios if staff with PFA have to move to another area of the provision?
<p>Do you make sure that PFA certificates or a list of staff who have a current PFA certificate, are available to parents on request?</p>	<ul style="list-style-type: none"> • Do you provide the PFA certificates or a list of staff who have a current PFA certificate to parents if a request is made?
<p>Do you ensure that staff have sufficient understanding and use of English to ensure the well-being of children in your care?</p> <p>Do you ensure you are able to:</p> <ul style="list-style-type: none"> • keep records in English? • liaise with other agencies in English? • summon emergency help? • understand instructions such as those for the safety of medicines or food hygiene? 	<ul style="list-style-type: none"> • How do you check employees have sufficient understanding and use of English to ensure the well-being of children? What information and, or evidence do you require to check this? • How do you ensure that your assistants have sufficient understanding and use of English for their role and responsibilities? • What other situations require a certain level of comprehension and ability to speak English?

Useful links and further help:

[UK Government and Ofsted guidance to registration](#)

[Early years qualifications list](#)

[First aid at work - your questions answered](#)

[Basic advice on first aid at work](#)

[First aid in schools](#)

[Derbyshire SchoolsNet - Early Years Quality Team](#)

[Derbyshire Early Years Service - Eventbrite](#)

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