

W: Safety and suitability of premises, environment, and equipment – group and school-based providers

What do I need to know?

- Legal Framework
 - [The Health and Safety \(First-Aid\) Regulations 1981](#)
 - [The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995](#)
- [Health and Safety at Work etc. Act 1974](#)
- [The Management of Health and Safety at Work Regulations 1999](#)
- [The Electricity at Work Regulations 1989](#)
- [The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995](#)
- [The Control of Substances Hazardous to Health \(Amendment\) Regulations 2004](#)
- [The Manual Handling Operations Regulations 1992](#)
- [The Health and Safety \(Display Screen Equipment\) Regulations 1992](#)
- [The Regulatory Reform \(Fire Safety\) Order 2005](#)
- [The Fire Precautions \(Workplace\) Regulations 1997](#)
- [The Health and Safety \(First-Aid\) Regulations 1981](#)
- [The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995](#)
- [EYFS statutory framework for group and school-based providers](#) (pages 38-41, paragraphs 3.77 – 3.91)

Accident or injury (page 51 of audit)	Things to consider and discuss:
<p>Do you ensure a first aid box is accessible at all times with appropriate content for use with children?</p>	<ul style="list-style-type: none"> • 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? • Do you have portable first aid kits for outings? How do you ensure all staff take a portable first aid kit with them when not on-site? • What procedures are in place to ensure first aid kits are regularly checked for contents and returned to allocated storage space? How do you know what should be in your first aid kit to meet Health and Safety Regulations? • How do you ensure there is always a member of staff on-site with a current paediatric first aid (PFA) certificate? • How do you ensure that on outings there is always a member of staff with a current PFA certificate? • How do you know staff's PFA certificates meet the requirements of the Statutory framework for the EYFS, Annex A? Do staff renew their PFA certificate every three years? Do all newly qualified entrants (at level 2 and, or Level 3, qualified on or after 30 June 2016) have a full PFA or emergency PFA certificate to be counted in ratios? • What are your contingency plans if a staff member with a current PFA certificate isn't available?

Accident or injury (page 51 of audit)	Things to consider and discuss:
<p>Do you ensure you keep a written record of accidents or injuries and first aid treatment?</p>	<ul style="list-style-type: none"> • How do you record any accidents, injuries, or potential concerns? • What information do you record following the administration of first aid treatment? Is this sufficient information? • How soon do you complete the record of an accident, injury or first aid treatment? • Where are written records kept? Are they easily accessible to all staff requiring access, including staff on outings? How are they kept safe and secure? • How often do you analyse your records for recurring accidents and endeavour to prevent them? If this frequent enough? Do you need to risk assess any outcomes from your analysis? • How do you use these records to ensure staff know when to refer concerns about a child's welfare and safety?
<p>Do you ensure you inform parents and, or carers of any accident or injury sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given?</p>	<ul style="list-style-type: none"> • How do you ensure emergency contact details are accessible to staff if they are required to contact parents and, or carers if a child has had an accident or injury? • How do you ensure emergency details are accessible to staff when on outings? • How do you ensure emergency contact details are up to date at all times? • How do you inform parents of any injury sustained and any treatment given in a timely manner? • How could you prove that parents and, or carers have been notified of an accident or injury? • How long should you retain accident records? • How do you ensure your staff know who to contact if a child is injured and when to refer concerns about a child's welfare and safety?

Accident or injury (page 51 of audit)	Things to consider and discuss:
<p>Do you ensure you notify Ofsted or the agency with which a provider of CoDP is registered of any serious accident, illness or injury to, or death of, any child while in your care, and of the action taken?</p> <p>Do you ensure notification is made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring?</p> <p>Are you aware a registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence?</p>	<ul style="list-style-type: none"> • Do you have clear policies & procedures to follow in the event of any serious accident, illness to, or death of, any child while in your care, and of the action taken? What are these procedures? How do you know this is implemented? • Are you familiar with your duty to notify Ofsted or agency with which you are registered of any serious accident, illness to, or death of, any child while in your care, and of the action taken as soon as is reasonably practicable, but in any event within 14 days of the incident? Do you know when you would notify these agencies?
<p>Do you ensure you notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care and that you must act on any advice from those agencies?</p>	<ul style="list-style-type: none"> • Are you familiar with the current procedures on how to notify Ofsted and local child protection agencies with which you are registered? • Do you act upon advice given from these agencies? Have you kept a record? • When would you need to inform your insurance provider of any serious accident, illness, or injury to, or death of any child in your care? When would you need to complete a RIDDOR?

Useful links and further help:

[Report a serious childcare incident](#)

[Childcare: reporting children's accidents and injuries](#)

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

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

[Selecting a first-aid training provider: A guide for employers](#)

[First aid in schools](#)

[The Royal Society for the Prevention of Accidents - RoSPA](#)

[Managing risks and risk assessment at work](#)

[HSE- Guidance on RIDDOR completion](#)

[Children's Continuing Care Team](#)

[Children's Specialist Nursing Services - Derbyshire Local Offer](#)

Safety of premises (page 52 of audit)	Things to think about
<p>Do you ensure that your premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises?</p>	<ul style="list-style-type: none"> • What does 'fit for purpose' mean? • What would make your premises NOT fit for purpose and unsuitable for the ages of the children cared for? • How do you know the activities and equipment you provide are fit for purpose? • How do you know that the activities and resources you provide are suitable for the ages of the children cared for? • Are you aware of the manufacturers' guidance on the use of each piece of equipment?
<p>Do you ensure you comply with requirements of health and safety legislation (including fire safety and hygiene requirements)?</p>	<ul style="list-style-type: none"> • Are both indoor and outdoor environments checked daily? Who is responsible for this? How do you know the checks are being done effectively? • Who would you contact in the event of there being an incident or emergency regarding the premises? Is this information readily available to all staff and do they know about it? • When did you last access and read the relevant health and safety legislation? • How do you know you meet these requirements? • Have you shared policies & procedures to ensure all staff know how to comply with health and safety legislation? What are they? How do you know they are implemented? • Do your health and safety policies consider: <ul style="list-style-type: none"> • risk assessments • manual handling • Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR) events • Fire safety and fire risk assessment • Emergency evacuation and other emergency procedures

Safety of premises (page 52 of audit)	Things to think about
	<ul style="list-style-type: none"> • Control of substances hazardous to health (COSHH Regulations) • Individual rooms • Outings and, or outdoor space • Maintenance and repairs • Personal safety • Inventory • Festivals and decorations • Critical incidents • When would you follow RIDDOR and COSHH procedures? How do you ensure you staff know what these procedures are? • What are the risks in your provision? How do you manage risk? • Do staff who handle food attend regular food safety training? How often is this? How do you know this meets the requirements of your local district council's environmental health department? • How do you disseminate food safety information to your whole team? • How do you know food is always prepared hygienically and stored safely? • When might you need to put additional health and hygiene measures in place? Are you prepared for this? • How does your induction training ensure that all staff know and understand health and safety policies and procedures? • How do your staffing arrangements ensure the safety of children at all times? • Do you ensure you have accident and injury logs? How do you ensure these are completed? How often do you monitor these records? How does the monitoring of these records impact upon practice?

Safety of premises (page 52 of audit)	Things to think about
	<ul style="list-style-type: none"> • Do you have emergency contact details for parents and, or carers, and staff are readily available? Do all staff know where they are stored? Can they access them in an emergency? • How do you ensure that the premises are secure so that children do not leave unaccompanied or that adults enter uninvited? • How do you ensure children are appropriately supervised in both the inside and outside environments? • How do you ensure children remain safe from the harmful effects of sun exposure or severe weather conditions? • How do you ensure stringent hygiene procedures are implemented to meet health and safety requirements? • How do you ensure you keep up-to-date with the latest recommendations from the Environmental Health Department and Health Authority? • What opportunities do children have which help them to learn about safety and good hygiene procedures? • How do you promote good hygiene (including the handling of animals)? • Have you accessed and read 'Guidance on infection control in schools and other childcare settings'? Are there any actions to implement from this? Is relevant information shared with parents and, or carers? How? • Do you know when and how you must contact Ofsted or the childminding agency with which you are registered and, or local Health Protection Agency of notifiable diseases where applicable?
Do you ensure you take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency?	<ul style="list-style-type: none"> • Do you have both evacuation and lockdown procedures? • Have you referred to the security safety guidance: Protective security and preparedness for the education sector ?

Safety of premises (page 52 of audit)	Things to think about
	<ul style="list-style-type: none"> • Do you know if you are in scope for Martyn's Law? • Do you policies for security measures in your setting? • How do you know all staff can follow and implement these procedures? How are they shared with parents and, or carers and visitors? • How does your induction training ensure that all staff know, understand and can carry out emergency evacuation and lockdown procedures?
Do you ensure you have an emergency evacuation procedure?	<ul style="list-style-type: none"> • How does your emergency evacuation and lockdown procedures take into account the individual needs of all children and staff? • When and how do you practice emergency evacuations and, or lockdown procedures? Do you have an invacuation, evacuation and lockdown policy? • Do you practice using different exits and at different times of the day? Do you record and review these practices? How do you take into account the views of children and all staff? Do you evaluate and amend your procedures following practices? • If your babies are upstairs, how will you evacuate them safely in the event of an emergency? How is this information shared with all staff? • Have you conducted a separate evacuation plan for any sensory and physically impaired children? Can you explain this evacuation plan? How is this information shared with all staff? Have parents been consulted?

Safety of premises (page 52 of audit)	Things to think about
Do you ensure you have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and, or fire extinguishers) which is in working order?	<ul style="list-style-type: none"> • When did you last undertake a fire safety risk assessment? How often is this reviewed? • What checks are carried out to ensure any fire detection and control equipment is in working order? How frequently are these checks made?
Do you ensure fire exits clearly identifiable, and are fire doors free of obstruction and easily opened from the inside?	<ul style="list-style-type: none"> • What checks to you carry out to ensure fire exits are clearly identifiable, and fire doors are free of obstruction and easily opened from the inside? How often do you check? • How do you ensure smoke alarms are fitted correctly, confirm to safety standards and regularly tested? • How do you ensure that fire extinguishers are maintained and in date? • What are your contingency plans regarding where to evacuate to in the event of different kinds of emergency e.g. a gas leak? How will you transport children to these premises? How will you ensure children and staff are kept safe in these premises while waiting for the children to be collected? • How would you contact parents and, or carers in the event of an evacuation or lockdown?

Useful links and further help:

[Health and Safety Executive](#)

- [Health and Safety Law: What You Should Know \(HSE Revised 2009\)](#)
- [Health and Safety Regulation...A Short Guide \(HSE 2003\)](#)
- [Electrical Safety and You \(HSE 1998\)](#)
- [COSHH](#)
- [RIDDOR](#)
- [Manual Handling – Frequently Asked Questions \(HSE\)](#)

[ACAS](#)[Fire safety risk assessment: educational premises](#)[Fire safety in the workplace](#)[Fire safety for parents and child carers](#)[Frances the firefly: children's story about the dangers of fire](#)[HM government fire safety risk assessment –Means of escape for disabled people](#)[How to wash your hands](#)[PHE handwashing advice](#)[Health protection in schools and other childcare facilities GOV.UK](#)[Derby and Derbyshire Safeguarding Children Partnership](#)[Working together to safeguard children](#)[Keeping children safe in education](#)[Prevent duty guidance](#)[Home \(saferrecruitmentconsortium.org\)](#) -(Guidance for safer working practice for those working with children and young people in education settings)[Safeguarding children and protecting professionals in early years settings: online safety considerations](#)[Information sharing advice for safeguarding practitioners](#)[NSPCC](#) – National Society for the Prevention of Cruelty to Children[Data protection](#)[ICO](#) – Information Commissioners Office[How to wash your hands](#)[PHE handwashing advice](#)[Report a serious childcare incident](#)[Supporting pupils with medical conditions at school](#)

Safety and suitability - Indoor space requirements (page 53-54 of audit)	Things to consider and discuss:
<p>Do you ensure your premises and equipment are organised in a way that meets the needs of the children?</p>	<ul style="list-style-type: none"> • What are the needs of your children and how do your premises and equipment meet those needs? Is this true for every child? E.g. A variety of sizes of chairs so every child is able to sit with their feet touching the floor; spaces that are quieter and support children to feel safe emotionally? Are children able to be as independent as possible? Etc. • How do you evaluate your provision and the different areas of the environment to ensure the setting meets the needs of the individual children? Have you used any tool such as Environmental Rating Scales (e.g. ECERS, ITTERS, FCCERS, MOVERS) to support your judgements? • When transitioning new children into the setting, do you ensure you understand and implement any adjustments necessary to enable the child to thrive? E.g. hearing loop, ramps
<p>Do you ensure you meet the following indoor space requirements where indoor activity in a building(s) forms the main part of (or is integral) to the provision?:</p> <ul style="list-style-type: none"> • Under 2 years: 3.5 m² per child • 2 year olds: 2.5 m² per child • 3-5 year olds: 2.3 m² per child 	<ul style="list-style-type: none"> • What are the measurements of your useable indoor? What is the maximum number of children the space can accommodate?
<p><i>Are you aware these calculations should be based on the net or useable areas of the rooms used by the children, not including storage areas, thoroughfares, dedicated staff areas, cloakrooms, utility rooms, kitchens and toilets?</i></p>	<ul style="list-style-type: none"> • Which parts of your rooms cannot be included in your space calculations?

Safety and suitability - Indoor space requirements (page 53-54 of audit)	Things to consider and discuss:
<p>Are you aware that where the space standards are applied, you cannot increase the number of children on roll because they additionally use an outside area?</p>	<ul style="list-style-type: none"> Are you aware that your outdoor area is not included in the space standards requirements when deciding how many children you can take?
<p>Are you aware that forest and other exclusively outdoor provision (where children are outside all or almost all of the time) is not required to meet the space standards above, as long as children's needs can be met? (For this kind of provision, indoor space requirements can be used as a guide for the minimum area needed)?</p>	<ul style="list-style-type: none"> How do you know your forest and other exclusive (or almost exclusive) outdoor spaces meet the needs of all children? What adaptations have you and would you need for any child with a disability? If your setting is setting is exclusively or almost exclusively outdoor, have you used the indoor space standards as a guide? Have you risk assessed your outdoor provision to determine which outdoor areas of your provision you will and won't be using?

Useful links and further help:

[NHS – baby sleeping advice](#)

[Healthy sleep tips for children](#)

[How to reduce the risk of SIDS for your baby - The Lullaby Trust](#)

[Health visiting \(0 to 5 years\): Derbyshire Healthcare NHS Foundation Trust](#)

[Health protection in schools and other childcare facilities: prevention and control](#)

[How to change your baby's nappy - NHS](#)

Safety and suitability - Outdoor access (page 54 of audit)	Things to consider and discuss:
<p>Do you ensure you have access to an outdoor play area? If this is not possible, do you ensure that outdoor activities planned and taken on a daily basis (unless circumstances make this inappropriate, for example unsafe weather conditions)?</p>	<ul style="list-style-type: none"> • How do all children, including babies, have access to an outdoor play space? • How can you be sure these outdoors spaces are accessed every day? • If you do not have an appropriate outdoor area, how do you ensure all children still access quality outdoor experiences every day?
<p>Do you ensure you follow your legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments)?</p>	<ul style="list-style-type: none"> • What are your legal responsibilities are under the Equality Act 2010? How do you ensure you meet them? • If you do not own your premises, how do you work with the owner to ensure legal responsibilities are met? • Have you made reasonable adjustments to make your setting inclusive for all children? What adjustments have you made? What future adjustment might you need to make?

Useful links and further help:

[NHS – baby sleeping advice](#)

[Healthy sleep tips for children](#)

[How to reduce the risk of SIDS for your baby - The Lullaby Trust](#)

[Health visiting \(0 to 5 years\) : Derbyshire Healthcare NHS Foundation Trust](#)

[Health protection in schools and other childcare facilities: prevention and control](#)

[How to change your baby's nappy - NHS](#)

Safety and suitability – sleeping arrangements (page 55 of audit)	Things to consider and discuss:
Do you ensure sleeping children are frequently checked to ensure they are safe?	<ul style="list-style-type: none"> • How regularly do you check on sleeping children? Is this frequent enough to ensure their safety? What checks do you make? • How do you ensure maximum opportunities to check on sleeping babies?
Are you aware that being safe includes ensuring that cots and, or bedding are in good condition and suited to the age of the child?	<ul style="list-style-type: none"> • What are the dangers for sleeping children? How do you know all staff are aware and act to keep children safe? • How often do you risk assess sleeping equipment, e.g. mattresses, cots, Moses baskets, etc being used by children? • How often do you change and clean children’s bedding? Is this frequent enough to ensure the safety of the children? • Is the bedding age appropriate and adheres to safer sleeping guidance? How do you ensure a sleeping child won’t get too hot or cold when sleeping?
Are you aware that being safe means infants are placed down to sleep safely in line with latest government safety guidance?	<ul style="list-style-type: none"> • How do you know staff are up to date and competent with the latest safer sleeping guidance? How do you ensure this is consistently followed? • What are your evacuation procedures for sleeping children? • What provision do you make for children who want to relax or play quietly rather than sleep?
Are you aware of NHS advice on Sudden Infant Death Syndrome: Sudden infant death syndrome (SIDS) – NHS (www.nhs.uk)	<ul style="list-style-type: none"> • How do you ensure staff are aware of the NHS advice on “Sudden infant death syndrome”? When did you last access this document to check for updates? • Are staff given sufficient time to read, understand this information and update their knowledge regularly? Do you need to change your policies and procedures?
Are you aware Providers may find it helpful to refer to NHS advice for further information on safety of sleeping children: Reduce the risk of sudden infant death syndrome (SIDS) - NHS (www.nhs.uk)	<ul style="list-style-type: none"> • How do you evaluate the suitability of the resources and experiences provided in the baby room? • How often and what other considerations do you make to allow babies or younger children to have contact with older children?

Safety and suitability – Baby room (page 55 of audit)	Things to consider and discuss:
Do you make sure there is a separate baby room for children under the age of two (except in childminding settings)?	<ul style="list-style-type: none"> • How do you know that your current baby room is suitable? • Where you are unable to have a baby room, how do you know that there is adequate space for babies to meet their developmental and individual needs?
Do you ensure that children in a baby room have contact with older children, and move into the older age group when appropriate?	<ul style="list-style-type: none"> • Do you provide opportunities for babies to play with older children? • How do you organise transitions between rooms? • How are parents supported with transition between rooms?

Useful links and further help:

[NHS – baby sleeping advice](#)

[Healthy sleep tips for children](#)

[How to reduce the risk of SIDS for your baby - The Lullaby Trust](#)

[Health visiting \(0 to 5 years\) : Derbyshire Healthcare NHS Foundation Trust](#)

[Health protection in schools and other childcare facilities: prevention and control](#)

[How to change your baby's nappy - NHS](#)

Safety and suitability - Toilets and intimate hygiene (page 57 of audit)	Things to consider and discuss:
Do you ensure there is an adequate number of toilets and hand basins available?	<ul style="list-style-type: none"> • How do you determine what is an adequate number of toilets and hand basins? How often do you review this? • How do you ensure toilets and hand basins are easily accessible?
Have you made sure there are separate toilet facilities for adults?	<ul style="list-style-type: none"> • Do you provide separate toilet facilities for adults? Are they able to easily access a separate toilet and hand basin?
Do you ensure there are suitable hygienic changing facilities for changing any children who are in nappies?	<ul style="list-style-type: none"> • Do you have clear nappy changing and, or intimate care policies & procedures in place? What are these procedures? How do you know these are implemented by all staff? • How do you ensure your changing facilities meet the individual needs of children and your procedures keep children and staff safe? • How do you ensure stringent hygiene procedures are implemented to meet health and safety requirements? • How do you ensure you keep up-to-date with the latest hygiene recommendations? • What opportunities do children have which help them to learn about safety and good hygiene procedures? • How do you promote good personal hygiene (including the handling of animals) Is this information included with your policies and procedures? • How do you balance privacy with safety?
Do you ensure that children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting?	<ul style="list-style-type: none"> • How do you safeguard children in nappies and protect their privacy? • How do you safeguard children who are toilet training and protect their privacy? • How do you safeguard children who are toilet trained and protect their privacy? • What does balanced mean in your setting?

Safety and suitability - Toilets and intimate hygiene (page 57 of audit)	Things to consider and discuss:
Do you make sure that an adequate supply of clean bedding, towels, spare clothes and any other necessary items always available?	<ul style="list-style-type: none">• What would be an adequate quantity of clean bedding, towels, spare clothes, etc?• How do you ensure these are always available? How frequently are supplies restocked?

Useful links and further help:

[Health visiting \(0 to 5 years\) : Derbyshire Healthcare NHS Foundation Trust](#)

[Health protection in schools and other childcare facilities: prevention and control](#)

[How to change your baby's nappy - NHS](#)

Safety and suitability - Organising premises for confidentiality and safeguarding (page 58 of audit)	Things to consider and discuss:
Do you ensure there is an area where staff may talk to parents and, or carers confidentially?	<ul style="list-style-type: none"> • Are all staff aware of where they can talk to parents and, or carers confidentially? How is this information shared? • How have you made parents aware that you have a space which is available for confidential discussions with staff? • Do parents feel this space is suitably private? How do you know?
In group settings, do you ensure there is an area for staff to take breaks away from areas being used by children?	<ul style="list-style-type: none"> • Where do staff take breaks away from the spaces used by children? • How do you ensure the space is easily accessible for all staff? • How do you make this a comfortable and useable space for staff, e.g. does the space contain adult sized chairs?
Do you ensure children are only released into the care of individuals of whom the parent has explicitly notified the provider?	<ul style="list-style-type: none"> • What are your policies and procedures for the collection of children in place? How do you know these are implemented by all staff? How do you ensure parents are aware of them? • What procedures do you have in place for parents and, or carers to notify you of any changes to collection arrangements? How do you know all staff follow these procedures? • What procedures do you have in place for parents and, or carers who don't inform you of changes to collection arrangements? • Do you have a password system to use with parents and carers in the event that, someone unknown to the setting, collects a child? What are these procedures? How is this information shared and implemented?

Safety and suitability - Organising premises for confidentiality and safeguarding (page 58 of audit)	Things to consider and discuss:
<p>Do you ensure that children do not leave the premises unsupervised?</p>	<ul style="list-style-type: none"> • Do you know who has parental responsibility for every child? Who checks that this information has been obtained? How frequently is it reviewed? How is this information stored? How long would you retain this information? • How do you know staff (where applicable) are aware of any family issues which may change collection arrangements? • What would you do if a child is not collected? • What safety measures do you have in place to ensure that children do not leave your provision unsupervised? How do you ensure all staff, and parents and, or carers are aware of these procedures and put them into practice? • What safety measure do you have in place to ensure children remain usually within sight and hearing of staff and always within sight or hearing on outings and, or trips? • How do you secure your outdoor provision?
<p>Do you ensure you take all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors?</p>	<ul style="list-style-type: none"> • What steps have you taken to prevent unauthorised persons entering the premises? • What would you do if an unauthorised person gains or tries to gain access to your provision? How do you know these could be quickly implemented by all staff? • What steps have you taken to prevent unauthorised persons entering all parts of the premises in which the children are being cared for? E.g. outdoor play areas, toilets, etc. • How do you secure the premises in buildings with multi-use? • What are your policies and procedures regarding visitors to your provision? • How do you check a visitor's identity is not a false ID?

Safety and suitability - Organising premises for confidentiality and safeguarding (page 58 of audit)	Things to consider and discuss:
	<ul style="list-style-type: none"> • Who checks visitors? How are they kept safe? • Is your setting in scope for Martyn's Law – if so, who is the responsible person to ensure the statutory framework is followed?
Do you ensure you consider what additional measures are necessary when children stay overnight?	<ul style="list-style-type: none"> • What are the extra considerations you need to take when children stay overnight? • How do you ensure you continue to apply the relevant ratios? • How do you ensure at least one member of staff is awake at all times? • Do you have clear policies & procedures to follow when providing overnight care? What are these procedures? How do you know these are implemented? • Are you familiar with the current procedures on how to notify Ofsted of any overnight care you provide prior to the overnight stay?

Safety and suitability - Insurance (page 59 of audit)	Things to consider and discuss:
Do you ensure you carry appropriate adequate insurance (e.g. public liability insurance) which covers all premises from which you provide childcare or childminding?	<ul style="list-style-type: none"> • How do you know that your insurance covers your premises adequately? • Are you aware of the instances that you may need to contact your insurance company for advice? • Do you display a valid insurance certificate?

Safety and suitability of premises, environment, and equipment – Safety on Outings (page 59-60 of audit)	Things to consider and discuss:
<p>Do you ensure you keep children safe while on outings?</p>	<ul style="list-style-type: none"> • How do you obtain parent and, or carer consent to take their child away from the premises for regular and for one-off outings, both near and far? • What are the risks when taking children on outings? How do you eliminate or minimise these risks? • How do you ensure that health and safety practice continues to meet the necessary standards while on outings e.g. handwashing? • How do you ensure staff meet the medical and physical needs of the children on outings, e.g. taking medication with them for asthma, accessibility of the environment? • How do you ensure food being taken or purchased on the outing is suitable for children with allergies? • What is your insurance cover for outings? Are there restrictions or conditions to meet? • What safety measures do you have in place to ensure children remain usually within sight and hearing of staff and always within sight or hearing on outings and, or trips? • Do you have a missing child policy and procedures? How do you ensure that staff know what to do and can implement this when away from your premises? • Do you have portable first aid kits for outings? How do you ensure all staff take a portable first aid kit with them when not on-site? • How do you ensure all staff know where and who will keep the first kit on outings? How do you ensure the first aid kit is easily accessible?

Safety and suitability of premises, environment, and equipment – Safety on Outings (page 59-60 of audit)	Things to consider and discuss:
	<ul style="list-style-type: none"> • What procedures are in place to ensure first aid kits are regularly checked for contents prior to going on the outings? How do you know what should be in your first aid kit to meet Health and Safety Regulations? • How do you ensure there is always a member of staff on outings with a current paediatric first aid (PFA) certificate? What will you do if this member of staff is ill and, or absent etc? • How do you ensure that staff take the essential equipment to keep children safe while on outings? What equipment do you consider to be essential ? e.g. emergency contact lists, operational phone, first aid kit, medication, change of clothes, etc. • How do you ensure you meet your Data Protection Act 2018 responsibilities when on outings?
<p>Do you ensure you assess the risks or hazards which may arise for the children and do you ensure you identify the steps to be taken to remove, minimise and manage those risks and hazards?</p>	<ul style="list-style-type: none"> • How do you risk assess any outing, routine, or new environment? • How do you ensure that staff know how to risk assess unfamiliar environments? • How do you share risk assessments with all staff and any volunteers and, or helpers? • How do you ensure risks or hazards which may arise are for the children are identified prior to outings? • How do you ensure risks and hazards identified are removed, minimised and managed prior to or during outings? • How do you ensure staff check the route before taking children on an outing and consider any alternatives should this route become unavailable or unsafe?

Safety and suitability of premises, environment, and equipment – Safety on Outings (page 59-60 of audit)	Things to consider and discuss:
	<ul style="list-style-type: none"> • When on outings do you have an evacuation or lockdown procedure? How do you ensure that it has been checked when using unfamiliar premises and all staff know how to implement it? • Do you have a checklist for staff to use for routine checks regarding outings? • How would you ensure any volunteers are suitable to accompany children? How do you ensure they understand the relevant information and what they need to do in an emergency situation?
Do you ensure the assessments include consideration of adult to child ratios?	<ul style="list-style-type: none"> • How do you ensure you have considered your staff:child ratios for outings? What additional factors which may influence this e.g. type of venue, age and needs of children attending?
Are you aware risk assessments do not necessarily need to be in writing (this is for you to judge)?	<ul style="list-style-type: none"> • What details do you record for the trip e.g. which children are with which staff, which children are in which vehicle etc?
Do you ensure vehicles in which children are being transported, and the driver of those vehicles, are adequately insured?	<ul style="list-style-type: none"> • How do you ensure the vehicles have a valid MOT and current insurance cover? • Are suitable, age appropriate, car restraints are in place and fitted correctly? How do you know? How often are these pieces of equipment checked? • Are you up to date with the latest legislation about car seats? • How to do you ensure staff are suitable to drive vehicles in which children are being transported?

Useful links and further help:

[HSE: Information about health and safety at work](#)

[ROSPA](#)

[The Five Step Guide to Risk Assessment – RoSPA Workplace Safety Blog](#)

[Child Accident Prevention Trust](#)

[Report a serious childcare incident](#)

[Fire safety in the workplace](#)

[Fire safety risk assessment: 5-step checklist](#)

[Working together to safeguard children](#)

[Keeping children safe in education](#)

[Child car seats: the law](#)

[Choosing a baby car seat](#)

Safety and suitability of premises, environment and equipment - Risk assessment (page 54 of audit)	Things to consider and discuss:
<p>Do you ensure you take all reasonable steps to ensure staff and children in their care are not exposed to risks and are you able to demonstrate how you are managing risks?</p>	<ul style="list-style-type: none"> • How would you identify risks? • What are the reasonable steps you take to ensure staff and children are not exposed to risks? • How do you manage risk? How would you demonstrate this? • Do you have clear policies & procedures on risk assessments? What are these procedures? How do you know they are implemented consistently? • In what circumstances would you carry out an individual child and, or adult risk assessment? • In what circumstances would it be appropriate to contact your insurance company? • What are the additional considerations when taking children on outings? • What procedures do you have in place to ensure the suitability of all adults working or visiting the setting?

Safety and suitability of premises, environment and equipment - Risk assessment (page 54 of audit)	Things to consider and discuss:
<p><i>Guidance on risk assessments, including where written ones may be required where five or more staff are employed, can be obtained from the Health and Safety Executive: Risk assessment - HSE</i></p>	<ul style="list-style-type: none"> • How can you support children to risk assess their actions? • How do you ensure staff are aware of the Health and Safety Executive “Managing risks and risk assessment at work” information? Do they know how to access this document? • Are staff given sufficient time to read, understand this information and update their knowledge regularly? Do you need to update your policies and procedures?
<p>Do you ensure you determined where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how you are managing risks if asked by parents and, or carers or inspectors?</p>	<ul style="list-style-type: none"> • How do you determine which risk assessments your setting will record? • How do you use written risk assessments to inform staff practice? • How would you demonstrate how you are managing risks if asked by parents and, or carers or inspectors? • How do you share risk assessments and procedures with staff, children, parents and, or carers your setting’s agreed procedures, i.e. how you identify, minimise, record, demonstrate due diligence and manage potential risks?
<p>Do you make sure your risk assessments 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?</p>	<ul style="list-style-type: none"> • Which aspects of your environment (indoors and outdoors) have you identified as needing to be checked on a regular basis? How have you identified these aspects? When and by whom will these aspects be checked? What evidence do you have to ensure these checks have been completed? How will the risk be removed or minimised? • How do you ensure that the manufacturer’s guidance is known before children access resources and, or equipment and how is this followed -especially regarding age-appropriate advice?

Safety and suitability of premises, environment and equipment - Risk assessment (page 54 of audit)	Things to consider and discuss:
	<ul style="list-style-type: none">• How is this information shared with staff including new staff?• Do staff continually risk assess the environment and the activities of children?• Do you consider risk against benefit? What measures do you use to decide when the risk outweighs the benefit? What would be an acceptable risk?• What strategies do you use to minimise risk?

Useful links and further help:

[Managing risks and risk assessment at work](#)

[The Five Step Guide to Risk Assessment – RoSPA Workplace Safety Blog](#)

[Play Safety Forum](#)

[Fire safety risk assessment: 5-step checklist](#)

[ROSPA](#)

[Child Accident Prevention Trust](#)

[Fire safety in the workplace](#)

[Report a serious childcare incident GOV.UK](#)