

Early Years Register: preparing for your registration visit

This booklet is to help those applying for registration on the Early Years Register prepare for their registration visit.

Age group: 0–5

Published: July 2012

Reference no: 120151



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No. 120151

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Introduction

This guidance will help you prepare for your registration visit. Working through the questions will help you think about how you intend to deliver your childcare service and how you will demonstrate your intentions to the inspector when they visit.

The Early Years Foundation Stage

You must have a copy of the *Statutory framework for the Early Years Foundation Stage* before the inspector visits. You can download this from the Department for Education's website:

www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs.

You should also look at the associated guidance in *Development matters in the Early Years Foundation Stage* and the *Know how* materials available through the same link.

The *Statutory framework for the Early Years Foundation Stage* sets out all the legal requirements that you must meet. These are broken down into two areas: learning and development; and safeguarding and welfare. You should take time to read and understand these requirements and be very clear about how you will put them into practice.

How to use this guidance

The guidance is not a definitive list of questions that the inspector will ask, but a selection of questions to help you think about how you will meet the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage.

You may want to make notes in the guidance to help you feel confident in explaining to the inspector how you intend to deliver your service. You do not have to prepare answers to the questions or give it to the inspector when they visit, but it will help you to consider whether you are ready now to deliver the Early Years Foundation Stage.

You may find it helpful to work through this document as part of any pre-registration training you are attending. Remember, if you are applying to be a childminder you must have completed a local authority approved training course, designed to help you understand and implement the Early Years Foundation Stage requirements before registration.

You will also need to ensure that you know about all the necessary policies, procedures and documentation you are required to have as part of the Early Years Foundation Stage requirements.

During the visit

The inspector will want to know about how you will put into practice all of the requirements of the Early Years Foundation Stage framework and, in particular, how you will deliver an educational programme that meets the needs of all children and helps them progress towards the early learning goals. You can find further guidance about this in the guidance publication *Development matters in the Early Years Foundation Stage*.

The inspector will talk to you and take notes about what you say to help decide about your readiness to help children make the best possible progress in their learning and development and about your suitability to care for them.

You should consider preparing some of the documents that you will need to meet the requirements, and think about the resources you will use to assess children's starting points, their progress and the educational programme that you will deliver to meet their needs. The Early Years Foundation Stage sets out the ones you need to have. This will help the inspector understand how you intend to care for and educate young children; remember that children learn most effectively through purposeful play.

If you require any assistance with this guidance, please contact your local authority. Your local authority is a source of information and advice for you and will have development workers or advisers who can help you. You will find your local authority's details in your telephone directory.

A) Learning and development requirements

The Early Years Foundation Stage learning and development requirements cover three areas:

- the seven areas of learning and development and the educational programmes, made up of:
 - the three prime areas of communication and language; physical development; and personal, social and emotional development
 - the four specific areas of literacy; mathematics; understanding the world; and expressive arts and design
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception Year
- the assessment requirements.

It is important to remember in this section that each of the seven areas of learning is a requirement. You will need to explain to the inspector how you are going to meet these requirements in a way that reflects the needs of each child in your care and that is appropriate to the setting. You must show the inspector how you will use these seven areas of learning to shape the educational programmes you offer to children in your setting.

Pages 4–12 of the *Statutory framework for the Early Years Foundation Stage* set out the learning and development requirements and how you should assess children’s progress. In addition, the guidance in *Development matters in the Early Years Foundation Stage* is designed to help you understand each individual child’s development pathway. The *Know how guide on the EYFS progress check at age two* gives further advice about how you can meet the requirement in the Early Years Foundation Stage to review children’s progress when they are between two and three, and give parents a summary of their child’s development in the three prime areas of learning and development.

1. For each of the seven areas of learning and development, give an example of a play activity for a very young child and a four-year-old that would support their learning and development.

2. How will you ensure all the children continue to be challenged, interested and excited about the activities you plan?

3. What can children gain from outdoor activities and how will this feature in your routine?

4. What will you do to help children be ready for school?

5. How will you evaluate the success of the activities you plan for the children?

6. How will you assess children's individual needs and starting points when they begin their time with you?

7. How will you know that children are progressing in their learning and development and how will you use this knowledge to plan for their further development?

8. How will you involve parents and what will you share with them?

9. What arrangements will you put in place to develop and provide a written assessment of children's progress between the ages of two and three?

10. What sources of help might you find for children who were not developing in line with expectations?

B) Safeguarding and welfare requirements

The safeguarding and welfare requirements set out the things you must do in order to provide a high quality environment for children which is welcoming, safe and stimulating and where children are able to enjoy learning and grow in confidence. They cover a range of things you must do to ensure that children are safe, healthy and secure. You must read these requirements carefully and ensure that you can explain to inspectors the steps you will take to make sure you keep children safe and well.

The following questions will help you to focus on particular areas of the safeguarding and welfare requirements. They do not represent a full list of all these requirements, nor do they cover all the matters that the inspector may ask you. However, reflecting on and answering these questions will help you to understand some of the steps you need to put in place to meet the requirements.

11. What does safeguarding children mean?

12. What are the possible signs/symptoms of child abuse or neglect? What would you do if you suspected a child was being abused? Who should you contact/share this information with?

13. What vetting procedures will you use when recruiting people such as managers, staff or assistants to work with children, to make sure they are suitable to do so? (if applicable)

14. How will you ensure children are never left alone with adults who have not been cleared/vetted, such as visitors to your setting/home?

15. What should be covered in the risk assessment? Do you intend to record your risk assessment and, if so, how do you intend doing this?

16. How will you assess risks and keep children safe when they are away from your premises, for example on outings?

17. What adult to child ratios apply to the service you are applying to be registered for? How will you ensure these ratios are maintained?

18. How will you make sure you meet the space requirements? How will you take into account the needs of children with special needs, such as a physical disability?

19. What would you do if parents asked you to give medication to their child?

20. What sorts of things do you have to notify to Ofsted?

C) What I need to do to develop my service further

How do you intend to evaluate your service once it has started? Who will you involve in this? How will you use what your evaluation tells you?

We hope that you have found working through the questions helpful in developing your understanding of the Early Years Foundation Stage. This will give you valuable information to use for your registration visit and sets you on course for a successful visit.