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| **The Registration Visit -**  **Guidance and checklist**   * If you apply to join the Early Years Register, Ofsted will arrange a registration visit. This will normally take place once all your checks are complete but could happen earlier. * You don’t need to have a full range of equipment at the time of the visit, however it’s important that you are ready to provide childcare at this point. * An inspector will not normally make more than one registration visit. * An inspector will contact you to arrange the visit and give you an opportunity to discuss and/or provide any information on potential equalities duties, including reasonable adjustments. * If you have applied to register as an organisation, the registration visit, and interview will take place with the nominated individual. The inspector will check that you (as the nominated individual) fully understand the legal responsibilities of your role. * You must be accountable for meeting all the requirements. This means showing the inspector how you will make sure that the manager is running the setting properly. [Childminders and childcare providers: register with Ofsted - The registration visit - Guidance](https://www.gov.uk/guidance/childminders-and-childcare-providers-register-with-ofsted/the-registration-visit) * If you are registered on the Early Years register, you must meet the [Early Years Foundation Stage framework standards](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2). * If you are registered on the Childcare Register you must meet either or both of the voluntary or compulsory Childcare Register requirements, depending on your registration. If you are registered on both registers, you will need to meet each set of requirements. Please read carefully the registration requirements for the [Childcare Register](https://www.gov.uk/guidance/childminders-and-childcare-providers-register-with-ofsted/registration-requirements). * A decision will be made either at the visit or after the visit has ended and the inspector will tell you whether they will recommend you ‘suitable’ or ‘not suitable’ for registration. * If approved, they will send you a registration certificate, together with information about the next steps. * If you do change your mind and decide you do not want to pursue your application, you can withdraw up until the point of the decision to register or refuse your application. * If you cannot show that you are suitable to be registered, your application may be refused. If so, you will be sent a ‘notice of intention’ to refuse. If you do not respond to this within 14 working days of the notice date, you will be sent a ‘notice of decision’ to refuse registration and [information on how to appeal](https://www.gov.uk/government/publications/how-to-appeal-guidance-for-those-registered-as-or-applying-to-be-a-childminder-or-a-childcare-provider). | |
| This checklist is to support all types of early years providers in preparation for your registration visit and the areas that could be covered, plus example questions. So, dependant on your type of provision some questions may not be applicable to you. Use the right-hand column to make some notes to support yourself. \*Please note these are not the exact questions that Ofsted will ask; it just gives you an idea on the subjects they may cover. | |
| Documents to show the inspector | |
| Photo ID  Proof of address  Proof of any name changes  Employment history  Childcare qualification certificate and any other relevant further Childcare training certificates  Paediatric first aid certificate  DBS check/s  Driving documents – if applicable |  |
| Initial discussions | |
| Has everyone that needs to, completed an EY2? |  |
| Has anything changed in terms of your health since you applied? |  |
| What experience do you have in childcare? |  |
| What is your business structure? |  |
| Ages of children you intend to care for |  |
| Number of children you intend to care for |  |
| Operating times |  |
| Will you provide [funding](https://earlyyearsweb.buckinghamshire.gov.uk/9-months-to-4-years-old-funding/) to eligible early years children?   * How will you use EYPP (Early Years Pupil Premium) funding to support children who are entitled to it? |  |
| Learning and Development | |
| Evidence a good knowledge of the [EYFS](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2) 7 areas of learning |  |
| Evidence a good overview of child development  [Development Matters](https://www.gov.uk/government/publications/development-matters--2)  [Birth To 5 Matters](https://birthto5matters.org.uk/) |  |
| How will you ensure that children learn and develop well? |  |
| What is the role of a [key person](https://earlyyearsweb.buckinghamshire.gov.uk/transitions/positive-relationships-and-key-person/) and why are they important? |  |
| How will you carefully plan activities that are fun and appropriate to the needs of the children and their differing stages? |  |
| If you are offering places for under two’s, are you aware of the requirements for this age range [Working With Under Twos](https://earlyyearsweb.buckinghamshire.gov.uk/enhancing-early-years-practice/working-with-under-twos/) |  |
| What activities would you plan for a baby for each of the prime areas of learning? | • Communication and language  • Physical development  • Personal, social and emotional development |
| What activities would you plan for a 2-year-old child for each of the seven areas of learning? (ensuring emphasis on prime areas of learning) | • Communication and language  • Physical development  • Personal, social and emotional development  • Literacy  • Mathematics  • Understanding the world  • Expressive arts and design |
| What activities would you plan for a 4-year-old child for each of the seven areas of learning? | • Communication and language  • Physical development  • Personal, social and emotional development  • Literacy  • Mathematics  • Understanding the world  • Expressive arts and design |
| How will you provide an appropriate level of challenge for children at different stages? |  |
| If you provide care for children over the age of 5 years (wraparound), how do you ensure the activities are age appropriate and that they do not negatively impact on the early year's children? |  |
| How will you ensure there is an appropriate level of adult-led and child-led activities? |  |
| How will you encourage children’s independence? |  |
| Tell me about your [curriculum](https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/curriculum-planning)? |  |
| What do you know by the term the three ‘I’s?   * How will you use them in your setting? |  |
| What would you do if children weren’t engaged in an activity? |  |
| How will you assess the children’s individual needs and starting point’s when they begin their time with you? [What to expect when](https://foundationyears.org.uk/files/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf) |  |
| What information would you put in a [Progress Check at Age Two](https://earlyyearsweb.buckinghamshire.gov.uk/general-guidance-and-assessment/progress-check-at-two-years-old/)?   * Who else might wish to see a child’s Progress Check at Age Two? |  |
| What will you do to encourage parent partnership?   * What information will you need from parents? * How will you communicate about a child's progress and next steps with parents? * How will you encourage parents to support their child’s [learning at home](https://earlyyearsweb.buckinghamshire.gov.uk/latest-news/learning-at-home/)? * How will you get parental feedback? |  |
| How will you track children’s progress? |  |
| What would you do if a child wasn’t meeting expected milestones? |  |
| Do you and any staff looking after children, have good enough English that can develop children’s English language skills? |  |
| How will you support children’s [language development](https://earlyyearsweb.buckinghamshire.gov.uk/eyfs/early-years-foundation-stage/communication-and-language-initiatives-and-audits/) and those with communication difficulties? |  |
| How will you support children with EAL ([English as an Additional Language](https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/english-as-an-additional-language-eal))? |  |
| How will you promote [equality and inclusion](https://earlyyearsweb.buckinghamshire.gov.uk/enhancing-early-years-practice/providing-a-rich-learning-environment/) throughout your provision and prevent discrimination towards children and adults? |  |
| How will you promote Cultural Capital within your provision? |  |
| How will you ensure that children have the knowledge and skills they need to start school? |  |
| How will you support parents to make sure their child is ‘school ready’? |  |
| How will you manage [transitions](https://earlyyearsweb.buckinghamshire.gov.uk/transitions/effective-transitions/) from your setting to another or from another setting to yours? |  |
| Safeguarding and Child Protection | |
| What does safeguarding children mean? |  |
| Are you aware of the ‘[Working Together to Safeguard Children’](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2) guidance?  Do you have access to the current version? |  |
| Are you aware of [Keeping children safe in education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)  Do you have access to the current version? |  |
| Are you aware of [What to do if you’re worried a child is being abused: advice for practitioners](https://assets.publishing.service.gov.uk/media/5a80597640f0b62302692fa1/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf) |  |
| Are you aware of your [Buckinghamshire’s Safeguarding Children Partnership](https://www.buckssafeguarding.org.uk/childrenpartnership/professionals/continuum-of-need/) procedures? |  |
| Are you aware of the EYFS Section 3 safeguarding and welfare requirements? |  |
| Do you have a Safeguarding & Child Protection policy? Does this 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 a member of staff. * 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. * how safeguarding training is delivered and how practitioners are supported to put this into practice. |  |
| Who will be the named Designated Safeguarding Lead/s within the setting and overall organisation?   * Is the DSL training course consistent with the criteria set out in Annex C? |  |
| Have all staff completed safeguarding training in line with EYFS Annex C?   * How often must all staff renew safeguarding training? * How will you ensure that all staff keep themselves up to date in between their training? * How do you evidence completed training?   [Safeguarding and Welfare | Early Years](https://earlyyearsweb.buckinghamshire.gov.uk/safeguarding-and-welfare/) |  |
| What do you know about The [Prevent Duty](https://www.gov.uk/government/publications/prevent-duty-guidance)?   * How could you recognise radicalisation? * How will you promote [Fundamental British Values](https://www.eyalliance.org.uk/british-values-0) ? * Do you have a named prevent lead? |  |
| What are the four main types of abuse? |  |
| How might you identify that a child is being emotionally abused? |  |
| What could be physical signs of abuse? |  |
| How might you recognise that a child was being neglected? |  |
| What signs would you look out for to identify sexual abuse? |  |
| How could domestic violence or domestic abuse affect a child?   * What would you do if you suspected it was happening in a child's home? |  |
| What do you know about FGM? |  |
| What do you know about county lines? |  |
| What would you do if a parent disclosed that they smack their child at home? |  |
| What would you do if you noticed a bruise on a baby? |  |
| How would you record safeguarding concerns?   * When would you need to report your concerns? * Who would you report them to? |  |
| What is your procedure if an allegation or a low-level concern was made against a member of staff? |  |
| Do you have a whistleblowing procedure in place for all staff? Does this include:   * when and how to report concerns? * the process that will be followed after staff report concerns? |  |
| What is your procedure if a child is absent?   * Do you have an attendance policy stating the expectations for reporting child absences? |  |
| Will children have access to the internet?  [Internet safety](https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/internet-safety)   * How will you encourage and manage online safety? * How will you encourage parents to monitor their child’s safety online? |  |
| Do you have a mobile phone/camera/electronic device policy?   * How will you manage this with staff? |  |
| Will you be taking photos of the children?   * Will you upload any photos of children online? * How will you get permission for these? |  |
| Suitable People | |
| What vetting procedures will you use when recruiting new staff? [safer recruitment](https://earlyyearsweb.buckinghamshire.gov.uk/safer-recruitment-and-employment/recruitment/) (Employment history, Right to Work in the UK, employees physical and mental health) |  |
| How will you evidence that identity checks and the vetting process has been completed robustly? |  |
| What is your process for obtaining references? |  |
| What is your process if another provider has requested a reference for an ex-staff member? |  |
| DBS details recorded for anyone 16 years over, who could come into contact with children.   * How will you check the suitability of someone who has lived or worked abroad? * When would you need to make a referral to DBS? |  |
| Ongoing staff suitability checks   * Staff must disclose any disqualifications, convictions, cautions etc, and * if taking medication that may affect their ability to care for children * How often will you complete these checks and how will you evidence this? |  |
| How will you ensure that students, volunteers, agency and external providers are also suitable to work with children? |  |
| How does your induction process ensure new staff understand their roles and responsibilities? |  |
| Qualifications, training, support & skills | |
| Evidence of Childcare qualifications.   * What steps do you take to verify qualifications [Check an early years qualification - GOV.UK](https://www.gov.uk/guidance/check-an-early-years-qualification) * What would you do if the applicant cannot produce physical evidence? |  |
| Staff: child ratios   * What adult: child ratio applies to the service you are applying to be registered for? * What is your understanding of the EYFS qualification requirements and how will you apply this to your setting? * How will you ensure these ratios will be maintained? |  |
| Core training requirements   * Paediatric First Aid- criteria set out in EYFS Annex A * Safeguarding & DSL * Food Hygiene |  |
| How will you identify ongoing training needs/CPD?  [Early Years and Childcare Training](https://earlyyearsweb.buckinghamshire.gov.uk/early-years-and-childcare-training/) |  |
| How will ongoing staff performance be managed? |  |
| [Early years practitioner wellbeing support](https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/early-years-practitioner-wellbeing-support) |  |
| Health | |
| How will you ensure that children are kept healthy and safe? |  |
| What is your procedure if a child requires medication (both prescription and non-prescription)?   * What records will you keep for administering medication? * Where will medication be stored? |  |
| How will you minimise the spread of [illness and infections](https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/specific-educational-settings-and-populations-additional-health-protection-considerations)? |  |
| Have you registered with [Environmental Health](https://www.buckinghamshire.gov.uk/business/food-safety-and-hygiene/registering-a-food-business/)? |  |
| Food hygiene trained staff – evidence of up-to-date certificates |  |
| Are there appropriate kitchen facilities available?   * Is the food preparation area and storage suitable and clean? * Are hygiene procedures in place for food preparation?   [Safer Food Better Business](https://www.food.gov.uk/business-guidance/safer-food-better-business)   * How will you prepare and store baby milk? |  |
| How will you promote [healthy eating](https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/nutrition)?   * How will you promote [oral health](https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/oral-health)? * Please give an example of your healthy and nutritious menu. [Early Years Foundation Stage nutrition guidance](https://assets.publishing.service.gov.uk/media/6839b752210698b3364e86fc/Early_years_foundation_stage_nutrition_guidance.pdf) |  |
| What do you understand by safer eating?   * What is your procedure for children during mealtimes? * What is your procedure for delegating staff during mealtimes? * How do you ensure food is prepared to meet each child’s developmental needs? Prevention of choking hazards. * How will you cater for and manage allergies and dietary requirements? * Do all staff know at mealtimes who is responsible for checking that the food being provided meets all the requirements for each child? |  |
| Supporting and Understanding Children’s Behaviour | |
| [Help for early years providers : Mental health for early years children](https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/mental-health-for-early-years-children) |  |
| How will you ensure children settle in well?   * What will you do if a child is struggling to settle? |  |
| How will you manage inappropriate [behaviour](https://earlyyearsweb.buckinghamshire.gov.uk/health-and-wellbeing/behaviour/)? |  |
| How will you encourage self-regulation? |  |
| What records will you keep for physical intervention? |  |
| Are you aware of the [SEND Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) guidance? |  |
| How will you support those children with [SEND (Special Educational Needs or Disabilities)](https://earlyyearsweb.buckinghamshire.gov.uk/early-years-special-educational-needs-and-disabilities-send/)/ identified in having emerging needs. |  |
| Who will be the settings SENCO?   * Have they completed relevant training? |  |
| Safety and suitability of premises, environment and equipment | |
| Is the premises accessible for children and families with disabilities? |  |
| Is the environment safe and secure?   * Are the equipment and resources, such as highchairs, cots, buggies and car seats, safe and suitable for children? |  |
| Is the premises in a good general state of repair and clean?   * Is there heating, ventilation, and natural light? |  |
| Will children have access to outside play?   * Is the area safe and secure? How often is it checked? * When there is no outside space available, how will you ensure children will take part in daily outdoor activities? |  |
| You must have at least one person who has a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present,   * what other times must a paediatric first aider be available? * How will you ensure first aider information is available to parents? |  |
| * What is your procedure if a child/staff injures themselves? * What would you do if a child had a serious accident in your setting? * What would you do if a child arrived with an existing injury? * Do you have a first aid kit and how often will it be checked? |  |
| How will you identify and manage hazards and risks?   * Do you have risk assessments in place? [Steps needed to manage risk - HSE](https://www.hse.gov.uk/simple-health-safety/risk/steps-needed-to-manage-risk.htm) |  |
| Where are dangerous substances, such as cleaning products kept? |  |
| Is all the required fire equipment and sensors installed?   * Whose responsibility is it to have these checked regularly? |  |
| Evacuation procedures in place   * Does this include lockdown procedures? * How will you prepare children for emergency situations? |  |
| How will you stop children getting out of your setting unaccompanied? |  |
| Will you be going on outings, if so, how will this be managed? |  |
| How will drop off and collection times be managed safely? |  |
| How will you manage visitors attending the setting?   * Do you have a visitor policy – including external providers. |  |
| What would you do if an unexpected person arrived to collect a child? |  |
| What do you know about the safety for sleeping children?   * What will the sleeping arrangements be? * How will you monitor the sleeping children to ensure they are safe? |  |
| Are there appropriate and hygienic toilet and changing facilities available?   * Is children’s privacy considered and balanced with safeguarding? |  |
| How will you organise the premises to ensure there is a confidential space? |  |
| Information and Record Keeping | |
| [Policies and procedures](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fearlyyearsweb.buckinghamshire.gov.uk%2Fmedia%2F101157%2Fpolicies-and-procedures-guidance-handbook.docx&wdOrigin=BROWSELINK) in place for all aspects of the business |  |
| Do you have Public and Employers’ Liability (if applicable) insurances in place? |  |
| Do you have a copy of the [Ofsted parent poster](https://assets.publishing.service.gov.uk/media/673c5f0b6d3c337b80acc348/Ofsted_poster_for_parents_childcare_2024.pdf) on display? |  |
| Are you aware of all the documentation that needs to be obtained and shared? |  |
| Do you know about data protection and registering with ICO? [General Data Protection Rules](https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/) |  |
| Do you know what [significant events](https://www.gov.uk/guidance/childcare-significant-events-to-notify-ofsted-about) must be reported to Ofsted?   * What is the timescales for reporting? |  |
| How will you store information including confidential records? |  |
| Do you know how long you must retain records for? |  |
| What will you do with information about children and their families when a child leaves the setting? |  |
| Working with other professionals   * How would you share information with other childcare settings a child attends? |  |
| Do you have a procedure in place for dealing with concerns and complaints from parents?   * What records will you keep? * Who do you need to inform?   [Complaints procedure - Ofsted - GOV.UK](https://www.gov.uk/government/organisations/ofsted/about/complaints-procedure) |  |
| How will you identify future improvements to make to your setting and practice? |  |
| Other legal duties | |
| Other legal duties on providers include:  • Employment laws.  • Anti-discriminatory legislation.  • Health and safety legislation.  • Data collection regulations.  • Duty of care. |  |
| Further comments | |

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