



Childminding Briefing Autumn 2025

Monday 29th September and 1st
October 2025

7.30PM – 9.00PM

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Welcome





Tonight's Briefing - Contents

- Who is your Bucks LA Key Contact?
- Wraparound childcare Programme
- Understanding the Safeguarding Reforms
- The EYFS Nutrition Guidance
- Safer sleeping
- National Year of Reading
- New DfE policy document
- New Early Years Inspection Framework
- Training opportunities
- SEND
- Climate Action Plan



Who is your Key Contact?



Wraparound Childcare

- Support your business and the local Wraparound Childcare Programme by:
 - Letting the wraparound coordinator know which schools you are offering wraparound care to and if your local school has a waiting list for wraparound that you are unable to support
 - Add details of your school pick-up/drop-offs to BFIS
 - Letting your local school know if you are providing wraparound care for some of their pupils – ask them if you can share this with parents
 - Consider expanding your care to additional schools where possible, especially in rural areas
 - If your local school does not have on-site wraparound, would you be able to offer this?

(please email information or queries to
joy.featherston@buckinghamshire.gov.uk)

Understanding of the safeguarding reforms being implemented 1st September

Suitable People

Childminders and any assistants **must** be suitable; they **must** have the relevant training and have passed any required checks to fulfil their roles.

Childminders **must** obtain a reference for any childminding assistants they employ.

Childminders **must** also ensure any person who may have regular contact with children (for example, someone living or working on the same premises where the childminding is being provided), is suitable.

Safer Recruitment



- Childminders must obtain a reference for any assistants before they are recruited.
- **Childminders should:**
- Not accept open references e.g. to whom it may concern.
- Ensure any references are from the applicant's current employer, training provider or education setting and have been completed by a senior person with appropriate authority.
- Not accept references from a family member.
- Obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed.
- Secure a reference from the relevant employer from their last time the applicant worked with children (if not currently working with children). If the applicant has never worked with children, then ensure a reference is from their current employer, training provider or education setting.
- Ensure electronic references originate from a legitimate source.
- Contact referees to clarify content where information is vague or insufficient information is provided.
- Compare the information on the application form with that in the reference and take up any discrepancies with the applicant.
- Establish the reason for the applicant leaving their current or most recent post, and ensure any concerns are resolved satisfactorily before appointment is confirmed.
- References should be provided for previous employees upon request in a timely manner. When asked to provide references, childminders should ensure the information confirms whether they are satisfied with the applicant's suitability to work with children and provide the facts (not opinions) of any substantiated safeguarding concerns/allegations that meet the threshold. They should not include information about concerns/allegations which are unsubstantiated, unfounded, false, or malicious.

Safeguarding Policy

- Safeguarding policies **must** include:
- The action to be taken when there are safeguarding concerns about a child.
- The action to be taken in the event of an allegation being made against anyone living, working or looking after children at the premises from which the childcare/childminding is provided.
- What 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.
- Detail of how safeguarding training is delivered and how practitioners are supported to put this into practice. Childminders may find it helpful to read 'Safeguarding children and protecting professionals in early years settings: online safety considerations
- [early-years-safeguarding-and-child-protection-guidance.pdf](#) – updated Sept 2025

Safeguarding Training

- Childminders must demonstrate that they have a secure knowledge and understanding of safeguarding within the EYFS and how to implement it in their setting.
- Childminders must ensure all assistants are trained in line with the criteria set out in Annex C.
- Training must be renewed every two years. Childminders may consider whether they and assistants need to undertake annual refresher training during any two-year period to help maintain basic skills and keep up to date with any changes to safeguarding concerns that occur in the setting.

Child absences

- **Childminders must follow up on absences in a timely manner.** If a child is absent for a prolonged period of time, or if a child is absent without notification from the parent or carer, attempts must be made to contact the child's parents and/or carers and alternative emergency contacts. Childminders must consider patterns and trends in a child's absences and their personal circumstances. Childminders must use their professional judgement when deciding if the child's absence should be considered as prolonged. Consideration must be given to the child's vulnerability, parent's and/or carer's vulnerability and their home life. Any concerns must be referred to local children's social care services and/or police welfare check requested.
- **Childminders must have an attendance policy** that they share with parents and/or carers. This must include expectations for reporting child absences and the actions childminders will take if a child is absent for a prolonged period of time, for example: implementing the setting's safeguarding procedures, following up with the parents and/or carers and contacting emergency contacts if parents/carers are not contactable.

Whistleblowing

- Childminders must put appropriate whistleblowing procedures in place for all assistants to raise concerns about poor or unsafe practice in the setting's safeguarding provision. This must include when and how to report concerns and the process that will be followed staff report concerns.
- Childminders must ensure assistants are aware of the setting's whistleblowing procedures and must ensure all assistants feel able to raise concerns about poor or unsafe practice and know that such concerns will be taken seriously. 3.9 Where an assistant feels unable to raise an issue with the childminder, or feels that their genuine concerns are not being addressed, they should use the other channels open to them
- Childminders must have considerations in place for whistleblowing, when out and about - Everyone is responsible for safeguarding

Safer Eating

Whilst children are eating there should always be a member of staff in the room with a valid paediatric first aid certificate.

Before a child is admitted to the setting the Childminder **must** obtain information about any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements. This information **must** be shared by the childminder with all staff involved in the preparing and handling of food.

At each mealtime and snack time childminders **must** be clear about who is responsible for checking that the food being provided meets all the requirements for each child

Toileting

Children's privacy should be considered and balanced with safeguarding and support needs when changing nappies and toileting.

Childminders **must** ensure:

- Children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting.
- For childminders, this may mean a childminder meeting the requirement by using themselves or a privacy screen to shield a child and maintain their privacy while still ensuring adequate supervision and safety for other children.

Paediatric First Aid

Childminders are responsible for identifying and selecting a competent training provider to deliver their PFA training.



Early Years Foundation Stage (EYFS) nutrition guidance

The new guidance has been developed with nutrition and sector experts. It will help early years providers understand how to meet the existing EYFS requirement: ***‘Where children are provided with meals, snacks and drinks, these must be healthy, balanced and nutritious’.***

Good nutrition in the early years is crucial for setting the foundations for a lifetime of good health. From September 2025, providers will be required to have regard to the new nutrition guidance.

To read the new nutrition guidance, visit [Early Years Foundation Stage nutrition - GOV.UK](https://www.gov.uk/guidance/early-years-foundation-stage-nutrition-guidance)

Additional resources and links to the NHS resources can be found within the document.

Myth Buster - food

Fact or myth?

'I can't feed children sausages'

'Children love cakes so I can still give them this.'

'Puddings are not allowed anymore'

'I can't reheat food brought in from home'

'It's too hard to offer cooked meals now because it has to be full of lentils and beans'

'Ofsted will downgrade me if packed lunches are unhealthy.'

Myth Buster – EYFS

Toileting - I
can't leave the
children

Picnics – I
can't go

Whistle
blowing

Safer Sleeping

Nappy
changing

Social Media

Advice for Early Years settings – sleeping space for babies

the
lullaby
trust

The safest place for babies to sleep is on a
clear, flat and separate sleep space such as a:



Moses
Basket



Cot



Crib



Travel
cot



Carrycot

We advise against sleeping babies in a seated or inclined position such as in

- ✗ pushchairs/buggies
- ✗ car seats
- ✗ bouncy chairs
- ✗ swings
- ✗ hammocks

These are not suitable sleep surfaces for babies as they are not firm and flat, therefore can be associated with an increased risk of SIDS. This is because if a baby's chin is close to, or on their chest, this position can restrict their airways and become a possible contributing factor to SIDS so should be avoided.

All of our safer sleep advice is for every sleep and nap.

If a baby falls asleep in a sitting device they should be moved to a flat surface. Don't place sitting devices on a high or soft surface.

SLEEP SUPERVISION

In a nursery / childcare environment, sleeping babies should be closely supervised. This can be a member of staff being present in a dedicated sleep room whilst the babies sleep or frequent monitoring by members of staff in an open plan room.

✓ **Inspect cots, bedding and mattresses and ensure all are in good condition before each sleep session** (see Early Years Foundation Stage Framework 3.60 for further information)

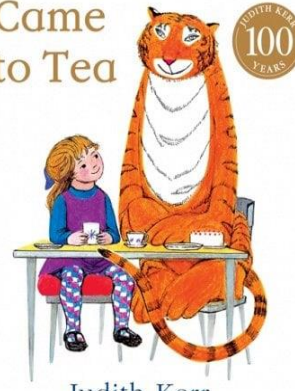
✓ **To avoid overheating, babies should be dressed appropriately for the room temperature (the ideal temperature is 16-20 degrees)**

This advice applies to all babies under one year, but especially in the first six months.

National Year of Reading 2026

- The Department for Education and National Literacy Trust are launching a National Year of Reading, starting in January 2026.
- Bringing together parents, schools, libraries and literacy experts, the campaign aims to foster a love of reading for pleasure in children and young people, ensuring all children get the best start in life.

The Tiger Who
Came
to Tea



Judith Kerr

Dear Zoo



Rod Campbell

BUCKINGHAMSHIRE COUNCIL

We're Going on a Bear Hunt

Michael Rosen Helen Oxenbury



Giving every child the best start in life

Goal:

Ensure 75% of children are school-ready by 2028.

Key Actions:

Family Support: Launch of Best Start Family Services and expansion of Family Hubs.

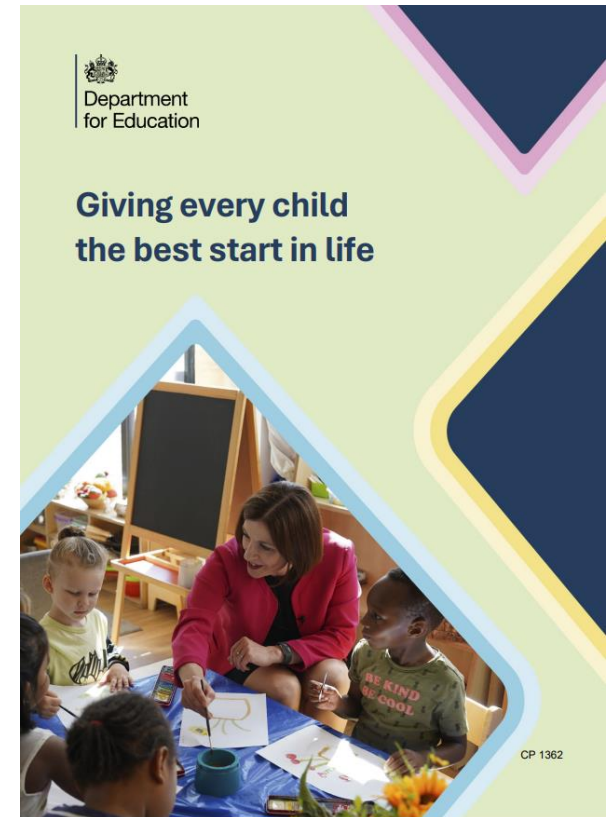
Health & Nutrition: Improved maternity care, health visiting, supervised toothbrushing, and free school meals.

Childcare Access: 30 hours free childcare from 9 months, more places, and better SEND support.

Quality Education: More training for early years staff, stronger reception year focus, and inclusive teaching practices.

Vision:

A decade-long national effort to break the link between background and future success.



Early years inspection: toolkit, operating guide and information



Early years inspection toolkit

This toolkit sets out the areas that will be evaluated and graded on inspections of registered early years and childcare provision under sections 49, 60 and 77(2)(b) of the Childcare Act 2006.

It can also be used by leaders to support self-evaluation and continuous improvement.

Guidance

Early years inspection operating guide for inspectors: for use from November 2025

Published 9 September 2025



Guidance

Early years inspection information: for use from November 2025

Published 9 September 2025

Summary of changes

- New Report Card
- A five-point grading scale
- A renewed focus on inclusion
- New toolkits
- New Inspection methodology
- Taking steps to reduce
- More closely aligned to the EYFS
- A sharper focus on regulation
- New online insights platform

Ofsted Inspection Reforms

- **Monday 13th October - 9.30am -11.30am**
- **Friday 17th October - 9.30am - 11.30am**
- **Monday 20th October - 1pm - 3pm**
- **Monday 20th October - 7pm - 9pm**
- **Thursday 23rd October - 1pm - 3pm**
- **Thursday 23rd October - 7pm - 9pm**
- To book a place, practitioners will need to follow this link: <https://eycpd.buckinghamshire.gov.uk/book/add/p/151>
- [Early years inspection operating guide for inspectors: for use from November 2025 - GOV.UK](#)
- [Early years inspection information: for use from November 2025 - GOV.UK](#)
- [Early years inspection toolkit](#)

Childminder Specific Training

Bucks training:

- SENCO Briefings
- IABNs for Childminders
- Trauma Informed Practice
- Building a Unique Curriculum
- Excelling Outdoors(Beyond the back garden)

[Early Years Training Calendar 2025-2026](#)

Recorded Training » Buckinghamshire Council Early Years Training

- Power of Play by Inspired Learning Video
- Interactions Matter Video
- Introduction to Google and Facebook for Early Years & Childcare Video
- [Physical Activity in Early Years - Part 1 - Sue Asquith \(Early Childhood Consultant\)](#) – on you tube
- Seb Thorpe (Head of Begin Bright) is joined by Sue Asquith (Early Childhood Consultant) to discuss ways Early Years educators, settings and childminders can include and encourage physical activity with children in their settings. This vodcast explores the limitations of environments, whether that be the weather, access to space or time.
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Additional Training Opportunities

**Thames Valley and South
Central Early Years
Stronger Practice Hub**



- Recorded Webinar – Moving to write: gross Motor Skills
- Developing Children's Oracy Through Maths
- Cbeebies Parenting Champion training for Childminders

[Events | Stronger Practice Hubs](#)

Safeguarding for the Childminder Designated Lead Webinar – 2 sessions

- [Safeguarding for the Childminder Designated Lead Webinar – 2 sessions](#)
- Tuesday 14th and Tuesday 21st October 2025 - 18:00 - 21:00
- By completing this course, Childminders will have more confidence with their role and responsibility as the Designated Safeguarding Lead:
- The Childminder will:
 - Have updated their knowledge and understanding of how to recognise risk, respond to concerns and how to make a referral Have the tools to help ensure that assistants have the necessary information and training they need.
- We are ensuring our Safeguarding training is consistent with the criteria set out in Annex C of the updated EYFS .

SEND

Autumn 2025 SENCO Briefings

Wednesday 15th October	18:30-20:00
Thursday 16th October	9:30-11:00
Tuesday 21st October	13:00-14:30
Wednesday 22nd October	16:00-17:30

Climate Action Plan

Why?

- Create culture prioritising sustainability
- Improve energy and water efficiency
- Enhance biodiversity
- Help learners develop skills and knowledge which will help them contribute to sustainability and climate change in their lives and future jobs

• How?

- [Sustainability Support for Education](#)
- [Sustainability leadership and climate action plans in education - GOV.UK](#)



Early Years Updates and Announcements

Baby Week 14th – 20th November

Communication Week 2nd – 6th March

Martyn's Law – [How Martyn's Law will affect education settings - GOV.UK](#)

Evaluations

- Scan QR Code

1 Add your name

2 Add the name of your setting e.g. ABC preschool

3 your job role – choose from options

4 date of training – add today's date

5 Type of training – select 'EYFS Learning and development' from drop down boxes

6 select 'Bespoke training' from drop down boxes

7 Add title of this course

8-14 rate the training

15 Add comments on how this training might change or practice or give you ideas

15- 19 complete as applicable

Don't forget to submit evaluation



Early Years
Service

At the heart of everything we do is a belief in the best start for children

[Autumn 2025 Early Years and Childcare Training Feedback Form](#)

For quick access to our new Early Years Training Feedback Form please just scan the QR Code below. We really value receiving feedback from all our customers in Early Years settings so that we can continue to improve and develop the training offered. Many thanks.

EARLY YEARS TEAM

SCAN ME

