



ASSESSMENT OF COMPLIANCE WITH SECTION 3 UPDATED FOR 2026

(SAFEGUARDING AND WELFARE REQUIREMENTS) OF THE STATUTORY FRAMEWORK FOR THE EARLY YEARS FOUNDATION STAGE

EYFS Section 3 Safeguarding and Welfare Checklist 2026

Updated to reflect the Early Years Foundation Stage (EYFS) Statutory Framework (September 2026) and GOV.UK guidance 'Safeguarding children and protecting professionals in early years settings: online safety considerations'.

Summary of 2026 Updates Included in this document:

1. Safer Recruitment & Ongoing Staff Suitability
2. Updated explicit safer sleep requirements
3. Updated reporting harm to Ofsted (rather than previously 'serious harm')
4. Added a section on Banned Dog Breeds – 3.82
5. Supervised volunteers now require enhanced criminal record checks. Volunteers, students, and apprentices must **never be left unsupervised** with children.
6. Added a section on the new Early Years screen time guidance - 3.94

This framework is mandatory for all early years providers in England from 1 September 2026. Ofsted have regard to the Early Years Foundation Stage (EYFS) in carrying out inspections and reports on the quality and standards of provision. Ofsted may issue actions (in respect of any failure to meet a requirement in the document) and/or may issue welfare requirements notice.

The requirements in section 3 explain what early years providers must do to:

- safeguard children
- ensure the suitability of adults who have contact with children
- promote good health
- manage behaviour
- maintain records, policies, and procedures

Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy.

NB the term 'parents' in this document includes carers.



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Area	Ref	Requirement	Met by	R A G	Action
Safeguarding policies and procedures	3.4	In every setting, a practitioner must be designated to take lead responsibility for safeguarding children. The designated safeguarding lead (DSL) is responsible for liaison with local statutory children's services agencies, and with the Local Safeguarding Partners (LSPs). All practitioners must be alert to any issues of concern in the child's life at home or elsewhere.	Designated Safeguarding Lead - Headteacher – Mr Ramsay Deputy Designated Safeguarding Leads - Deputy Headteacher – Mrs Bell-Walker Office Manager – Mrs Satariano Senco – Mrs Penny Posters displayed around school Safeguarding policy. Child friendly 'Who to Talk To' posters displayed in EYFS areas and communal areas. All staff have signed to say they understand and will adhere to school Safeguarding & Child Protection Policy and who to contact if required. This evidence is held centrally by the admin team. CPOMS used to document all concerns. All staff have completed CPOMS CPD and have a copy of LDLT CPOMS Policy. A Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) are appointed and trained to the required standard. The DSL liaises with Clennell Education Services, Local		



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			Safeguarding Partners (LSP) and children's social care for advice and support when necessary. DSL & DDSL attend termly Clennell Refresher CPD. All staff complete safeguarding induction and refresher training annually. Annual updates to maintain current knowledge of local and national procedures (including <i>Working Together to Safeguard Children</i> and <i>Keeping Children Safe in Education</i>). All staff receive an emailed weekly briefing with safeguarding updates and reminders. All staff have access to Clennell Education Service which includes bitesize online safeguarding CPD. A comprehensive Safeguarding Statement & Child Protection Policy outlines the action to take if there are concerns about a child, and procedures for managing allegations against staff. Mobile phone, camera, and electronic device policies ensure children's privacy and safety. All concerns are recorded securely using CPOMS. The DSL DDSL and SENDCo received automated alerts.		
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			We follow the LDLT Prevent Duty and Whistleblowing policies are in place so staff can raise concerns confidently.		
	3.5	Providers must have and implement policies and procedures to keep children safe and meet EYFS requirements. Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. Where providers are required to have policies and procedures as specified below, these policies and procedures should be recorded in writing. Policies and procedures should be in line with the guidance and procedures of the relevant LSP.	All staff have read keeping Children Safe in Education and completed all statutory training provided by Clennell Education. All Safeguarding policies are in place along with other whole school policies to keep children safe in education. This is audited termly by LDLT.		
	3.6	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 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. • Detail of how safeguarding training is delivered and how practitioners are supported to put this into practice.	Safeguarding training delivered to all staff in school annually in line with KCSIE. Safeguarding & Child Protection Policy is place. The school Safeguarding statement references all relevant safeguarding policies. Safeguarding reminders in TA and staff briefings – emailed out to all staff and displayed in staff workroom. Ongoing training and reminders for all staff in work room. If an allegation of a member of staff is to be made the steps are clearly labelled through Low Levels Concerns Policy and Whistleblowing Policy. CLDLT Staff Code of Conduct Policy is in		



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			place and clearly stating the use of mobile phones and other electronic devices especially those with image sharing capabilities. Safer recruitment process rigorously followed with evidence of the suitability of new recruits completed by the office team / Senior leader team. Staff / LAC member who manage recruitment are all Safer recruitment trained. All staff must have DBS in place before starting employment. SCR is verified by LAC. Safeguarding training is developed in person and through Clennell as per the trust policies and evidenced in LDLT Audit.		
Whistleblowing	3.7	Providers must put appropriate whistleblowing procedures in place for all staff (including students and volunteers) 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 after staff report concerns. Providers must ensure staff are aware of the setting's whistleblowing procedures and must ensure all staff feel able to raise concerns about poor or unsafe practice and know that such concerns will be taken seriously by the senior leadership team.	Clear guidance in place, staff aware of safeguarding leads and LDLT Whistleblowing Policy. Low Levels Concerns Policy and Whistleblowing Policy are in place and adhered to when concerns are reported. DSLs lead on referrals to external agencies. All volunteers and guests to school given our safeguarding leaflet to read before entering		



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			the school.		
	3.8	Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, they should use the other channels open to them: Hotline for Dedicated Professionals to make a referral to Social Care 01609 536993 Early Help West Office Tel: (01609) 534842 earlyhelpwest@northyorks.gov.uk North Yorkshire Safeguarding Partnership 0300 131 2131 Police – 101 (in an emergency always dial 999) NSPCC Helpline – 0808 800 5000 • NSPCC whistleblowing advice line is available. Staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends. The email address is: help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH. • Ofsted provides guidance on how to make complaints about a provider: Complaints procedure - Ofsted - GOV.UK (www.gov.uk). • General guidance on whistleblowing can be found via: Whistleblowing Policy and Low Level Concerns for employees.	Policies in place to support safeguarding Whistleblowing Policy in place and procedures shared with staff. Staff are informed of North Yorkshire Local Authority and NSPCC advice line procedures if they cannot raise concerns internally. All concerns regarding staff that meet threshold are reported to Local authority designated officer (LADO) 01609 533080 lado@northyorks.gov.uk		
Concerns about children's safety and welfare	3.9	If providers have concerns about children's safety or welfare, they must immediately notify their local authority children's social care team, in line with local reporting procedures, and, in emergencies, the police. Providers must also take into account the government's statutory guidance 'Working Together to Safeguard Children' and 'Prevent duty guidance for England and Wales'. All schools are required to have regard to the government's statutory guidance 'Keeping Children Safe in Education', and other childcare providers may also find it helpful to read this guidance.	All staff have read and understood KCSIE. All staff have read and understood the school Safeguarding and Child Protection Policy. All staff have read and understood Working Together to Safeguard Children. All staff completed Prevent training. All staff completed statutory safeguarding training.		



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			CPOMS used to log all concerns and shared with others. Safeguarding concerns are triaged where there concerns meet threshold DLS / DDSL report to children's social care and, if necessary, the police. Staff follow 'Working Together to Safeguard Children' and 'Prevent duty guidance'.		
	3.10	Registered providers must inform Ofsted, or the CMA with which a provider of CoDP is registered, of any allegations of harm¹⁶ or abuse by anyone living, working, or looking after children at the premises. This must happen whether the allegations of harm or abuse are alleged to have been committed on the premises or elsewhere, for example, on a visit. Registered providers must also notify Ofsted/their CMA of the action they have taken in response to the allegations. Ofsted/the CMA must be notified as soon as is reasonably practicable, but in any event within 14 days of the allegations being made. A registered provider who, without a reasonable excuse, fails to do this, commits an offence.	This is completed by the office team and senior management team – DSLs. All staff complete a disclosure declaration on appointment. Staff are aware of visitors that should be supervised and that children should not be 1:1 with a visitor in school. Any allegation of serious harm or abuse is reported to Ofsted within 14 days, and actions taken are documented. All concerns regarding staff that meet threshold are reported to Local authority designated officer (LADO) 01609 533080 lado@northyorks.gov.uk		
Child	3.11	Providers must follow up on absences in a timely manner. If a child	Absences are tracked daily.		



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absences		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. Providers must consider patterns and trends in a child's absences and their personal circumstances and 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 a police welfare check requested.	Parents/carers are contacted immediately for unexplained or prolonged absences. Attendance policy is shared with parents, and concerns referred to social care if required.		
	3.12	Providers must have an attendance policy that they share with parents and/or carers. This must include expectations for reporting child absences and the actions providers will take if a child is absent without notification or 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 and/or carers are not contactable.	Absences are tracked daily the Attendance Champion / Admin Team. Parents/carers are contacted immediately for unexplained or prolonged absences. Attendance policy is shared with parents, and concerns referred to social care if required.		
Suitable people	3.13	Providers must ensure that people looking after children are suitable; they must have the relevant qualifications, training and have passed any required checks to fulfil their roles. Providers must take appropriate steps to verify qualifications, including in cases where physical evidence cannot be produced. Providers must also ensure that any person who may have regular contact with children (for example, someone living or working on the same premises the early years provision is provided), is suitable ¹⁶ .	All staff have relevant qualifications, DBS checks, and references verified. Overseas staff undergo additional criminal record checks if applicable. Records are kept securely.		
	3.14	Ofsted, or the CMA with which a provider of CoDP is registered, is responsible for completing suitability checks of: • The provider. • Every other person looking after children on domestic premises	All staff have relevant qualifications, DBS checks, and references verified. Overseas staff undergo additional criminal record checks if applicable. Records are kept securely.		



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		for whom the care is being provided. This includes students, who cannot be counted in the ratios until they have been deemed suitable. Every other person living or working on any domestic premises from which the childcare is being provided, including requiring enhanced criminal records checks and barred list checks			
	3.15	Registered group and school-based providers, except CoDP providers, must obtain an enhanced criminal records check for every person aged 16 and over (including for unsupervised volunteers, and supervised volunteers who provide personal care) who: • Works directly with children. • Lives on the premises on which the childcare is provided (unless there is no access to the part of the premises when and where children are cared for) and/or • Works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present).	All staff have relevant qualifications, DBS checks, and references verified. Overseas staff undergo additional criminal record checks if applicable. Records are kept securely.		
	3.16	An additional criminal records check (or checks if more than one country) should also be made for anyone who has lived or worked abroad.	All staff have relevant qualifications, DBS checks, and references verified. Overseas staff undergo additional criminal record checks if applicable. Records are kept securely.		
	3.17	Providers must tell staff and prospective staff that they must disclose any information which may affect their suitability to work with children including, but not limited to, arrests, charges, convictions, cautions, court orders, reprimands and warnings (whether received before or during their employment at the setting). Providers must not allow individuals to begin working or volunteering at the setting until they have received the applicant's	Staff must disclose relevant convictions. References are obtained from verified sources and discrepancies are resolved before employment. Past employees' references include safeguarding information where appropriate.		



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		enhanced criminal records and barred list check. Providers must not allow anyone whose suitability has not been checked, including through a criminal records and barred list check, to have unsupervised contact with children being cared for.			
	3.18	Providers must record information about staff qualifications and the identity checks, vetting processes and references that have been completed (including the criminal records check reference number, the date a check was obtained and details of who at the setting obtained it).	Staff must disclose relevant convictions. References are obtained from verified sources and discrepancies are resolved before employment. Past employees' references include safeguarding information where appropriate.		
	3.19	Providers are required to make a referral to the Disclosure and Barring Service if a member of staff is dismissed (or would have been, had they not left the setting first) because they have harmed a child or put a child at risk of harm.	Staff must disclose relevant convictions. References are obtained from verified sources and discrepancies are resolved before employment. Past employees' references include safeguarding information where appropriate.		
References	3.20	Providers must obtain a reference for any member of staff (including students and volunteers) before they are recruited. Providers should: • Not accept open references e.g. to whom it may concern. • Not rely on applicants to obtain their reference. • 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 the last time	Staff must disclose relevant convictions. References are obtained from verified sources and discrepancies are resolved before employment. Past employees' references must include safeguarding information.		



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		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.			
	3.21	References should be provided for previous employees upon request in a timely manner. When asked to provide references, providers 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 harm threshold. They should not include information about concerns/allegations which are unsubstantiated, unfounded, false, or malicious.	Staff must disclose relevant convictions. References are obtained from verified sources and discrepancies are resolved before employment. Past employees' references must include safeguarding information.		
Disqualification	3.22	A provider or a practitioner may be disqualified from registration. Providers may find guidance about disqualification under the Childcare Act 2006 helpful. If a provider is disqualified, they must not continue as an early years provider or be directly involved in the management of any early years provision. When a person is disqualified, providers must not employ that person in connection with early years provision.	Procedures in place to ensure disqualified persons are not employed. Any relevant information is reported to Ofsted within 14 days.		
	3.23	A registered provider must notify Ofsted, or the CMA with which a provider of CoDP is registered, of any significant event which is	Procedures in place to ensure disqualified persons are not employed.		



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		likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. The disqualification of an employee or a person living or working at domestic premises where childcare is provided could be an example of a significant event ²⁴ .	Any relevant information is reported to Ofsted within 14 days.		
	3.24	A person working at provision in a domestic premises (CoDP) will also be disqualified if they live in the same household as another person who is disqualified, or because they live in the same household where a disqualified person is employed. If a person working in domestic premises becomes disqualified for this reason, they must apply to Ofsted to waive the disqualification if they wish to continue working in domestic childcare provision, and may, in some circumstances, be able to obtain a 'waiver' from Ofsted	Procedures in place to ensure disqualified persons are not employed. Any relevant information is reported to Ofsted within 14 days.		
	3.25	The registered provider must give Ofsted, or the CMA with which a provider of CoDP is registered, the following information about themselves or about any person who lives or is employed in the same household as the registered provider: • Details of any order, determination, conviction, caution, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006. • The date of the order, determination or conviction, or the date when the other ground for disqualification arose • The body or court which made the order, determination or conviction, and the sentence (if any) imposed. • A certified copy of the relevant order (in relation to an order or conviction).	Procedures in place to ensure disqualified persons are not employed. Any relevant information is reported to Ofsted within 14 days.		
	3.26	The registered provider must provide this information to Ofsted/the CMA as soon as reasonably practicable, but, in any event within 14 days of the date the provider became aware of the	Procedures in place to ensure disqualified persons are not employed.		



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		information or should have reasonably become aware of it if they had made reasonable enquiries.	Any relevant information is reported to Ofsted within 14 days.		
	3.27	If a provider becomes aware of relevant information that may lead to an employee or a person living or working at domestic premises where childcare is provided being disqualified, the provider must take appropriate action to ensure the safety of children.			
Staff taking medication/ other substances	3.28	Staff members must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If a practitioner is taking medication which may affect their ability to care for children, they should seek medical advice. Practitioners must only work directly with children if the medical advice received confirms that the medication is unlikely to impair that person's ability to look after children properly. All medication on the premises must be stored securely, and out of reach of children, at all times.	Staff must not be under the influence of alcohol or impairing substances. Following school/ trust policies. Medication affecting ability to care requires medical confirmation. All medication is securely stored.		
Smoking and vaping	3.29	Providers must not allow smoking in or on the premises when children are present or about to be present. Practitioners should not vape or use e-cigarettes when children are present, and providers should consider Public Health England advice on their use in public places and workplaces.	No smoking or vaping on school premises.		
Qualification, training support and skills	3.30	Providers must follow their legal responsibilities under the Equality Act 2010 including the fair and equal treatment of practitioners regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.	All staff are treated fairly and equally under the Equality Act 2010.		
Safeguarding training	3.31	Providers must ensure that all practitioners are trained in line with the criteria set out in Annex C. Providers must ensure that	All staff complete safeguarding induction and refresher training annually . Annual		



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		practitioners are supported and confident to implement the setting's safeguarding policy and procedures on an ongoing basis. Providers should read 'What to do if you're worried a child is being abused: Advice for practitioners'.	updates to maintain current knowledge of local and national procedures (including <i>Working Together to Safeguard Children</i> and <i>Keeping Children Safe in Education</i>). All staff receive an emailed weekly briefing with safeguarding updates and reminders. All staff have access to Clennell Education Service which includes bitesize online safeguarding CPD. A comprehensive Safeguarding Statement & Child Protection Policy outlines the action to take if there are concerns about a child, and procedures for managing allegations against staff.		
	3.32	The DSL must provide support, advice and guidance to all practitioners on an ongoing basis, and on any specific safeguarding issue as required. The DSL must attend a training course consistent with the criteria set out in Annex C.	Staff complete safeguarding induction and ongoing training. DSL attends advanced training and supports staff. Training refreshed every two years, with optional annual updates.		
	3.33	Training must be renewed every two years. Providers may consider whether any staff 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 procedures or as a result of any safeguarding concerns that occur in the setting.	Staff complete safeguarding induction and ongoing training. DSL attends advanced training and supports staff. Training refreshed every two years, with optional annual updates.		



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Training and skills	3.34	What practitioners know, plan for, and do matters for children's learning, development, safety, and happiness in settings. Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues. Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.	New staff receive induction training covering safeguarding, child protection, health and safety, and emergency procedures. Continuous professional development is provided.		
Supervision of staff	3.35	Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching, and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues.	Managed by SLT and Clennell Education Services. Parents evening in place across the year. EYFS team meetings provide coaching, discuss children's wellbeing, and improve staff effectiveness.		
	3.36	Supervision should provide opportunities for staff to: • Discuss any issues – particularly concerning children's development or wellbeing, including child protection concerns. • Identify solutions to address issues as they arise. • Receive coaching to improve their personal effectiveness.	Informal meetings and discussions take place daily. Regular EYFS meetings provide coaching, discuss children's wellbeing, and improve staff effectiveness.		
Paediatric first aid	3.37	At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A. PFA training must be renewed every three years and be relevant for people caring for young children and babies.	At least one staff member on site holds a current PFA certificate and accompanies outings. Staff understand and use English to ensure safety and communication.		



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	3.38	Providers should take into account the number of children, staff, and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.	At least one staff member on site holds a current PFA certificate and accompanies outings. EYFS TA's hold PFA certificate. Staff and children are aware of who is a first aider.		
	3.39	All staff who obtained a level 2 and/or level 3 qualification since 30 June 2016 must obtain a PFA qualification within three months of starting work in order to be included in the required staff: child ratios at level 2 or level 3 in an early years setting. All staff who have completed the experience-based route must obtain a PFA qualification before they can be included in the staff: child ratios at level 3. To continue to be included in the ratio requirement the certificate must be renewed every 3 years.	At least one staff member on site holds a current PFA certificate and accompanies outings. EYFS TA's hold PFA certificates.		
	3.40	Providers should display (or make available to parents) staff PFA certificates or a list of staff who have a current PFA certificate.	At least one staff member on site holds a current PFA certificate and accompanies outings. All staff are aware of who has PFA certificate and where they are based in school. Children are also aware of first aiders.		
English language skills	3.41	Providers must ensure that staff have sufficient understanding and use of English to ensure the well-being of children in their care. For example, settings must be able to: • Keep records in English. • Liaise with other agencies in English. • Summon emergency help. • Understand instructions. For example, about the safety of medicines or food hygiene.	All staff understand and use English to ensure safety and communication.		



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Key person	3.42	Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents and/or carers. They should also help families engage with more specialist support if appropriate.	Each child has a key person (class teacher and TA's) who builds relationships with the child and parents.		
Staff: child ratios	3.43	Staffing arrangements must meet the needs of all children and ensure their safety. Providers must ensure that children are adequately supervised, especially whilst eating, and decide how to use staff to ensure children's needs are met. Providers must inform parents and/or carers about how staff are organised, and, when relevant and practical, aim to involve them in these decisions.	Each child has a key person who builds relationships with the child and parents. Children are within sight or hearing of staff at all times.		
	3.44	Children must usually be within sight and hearing of staff and always within sight or hearing. See paragraph 3.70 which applies when children are eating.	Each child has a key person who builds relationships with the child and parents. Children are within sight or hearing of staff at all times.		
	3.45	In settings on the early years register, the manager of the setting must hold an approved qualification at level 3 or above and at least half of all other staff must hold at least an approved level 2 qualification. An approved qualification is defined by the Department for Education as meeting the criteria set out in the Early Years Qualification Requirements and Standards document. Approved qualifications are published on the Early Years Qualifications List ('EYQL') on GOV.UK30 except, as outlined in paragraphs 1.11 and 1.16 of the Early Years Qualification Requirements and Standards document, those which are not individually listed on the EYQL but count as approved qualifications if they meet certain criteria. Managers appointed on or after 4 January 2024 must have already achieved a suitable level 2	Our setting is teacher led. Early Years TAs with Level 3 qualifications - Alicia Tiffany, Katrina Elsy, and Siobhan Turner Staff: child ratios are maintained according to age. Students are included appropriately. Staff: child ratios are maintained according to age. Students are included appropriately.	n/a	



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		qualification in maths or must do so within two years of starting in the position. This also applies to existing managers moving to a new managerial role. Managers are responsible for ensuring staff have the right level of maths knowledge to effectively deliver the EYFS curriculum. Managers should have at least two years' experience of working in an early years setting, or have at least two years' other suitable experience. The provider must ensure there is a named deputy who, in their judgement, is capable and qualified to take charge in the manager's absence.			
	3.46	To count within the ratios at level 3, staff holding an Early Years Educator qualification, and those who have received approval to be included in the ratios at level 3 after attaining experience-based route status, must also have achieved a suitable level 2 qualification in English.	Not applicable Teacher led Our setting is teacher led. Early Years TAs with Level 3 qualifications - Alicia Tiffany, Katrina Elsy, and Siobhan Turner. Staff: child ratios are maintained according to age. Students are included appropriately.	n/a	
	3.47	The ratio requirements below apply to the total number of staff available to work directly with children. Exceptionally, and where the quality of care and safety and security of children is maintained, changes to the ratios may be made. For settings providing overnight care, the relevant ratios continue to apply and at least one member of staff must be awake at all times.	Our setting is teacher led. Early Years TAs with Level 3 qualifications - Alicia Tiffany, Katrina Elsy and Siobhan Turner Staff: child ratios are maintained according to age. Students are included appropriately.		
	3.48	For children aged under two: • There must be at least one member of staff for every three children. • At least one member of staff must hold an approved level 3	Not applicable We are a 3+ provision	n/a	



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		qualification or have received approval to be included in the ratios at level 3 after attaining experience-based route status and be suitably experienced in working with children under two. • At least half of all other staff must hold an approved level 2 qualification. • At least half of all staff must have received training that specifically addresses the care of babies. • Where there is a room for under two-year-olds, the member of staff in charge of that room must, in the judgement of the provider, have suitable experience of working with under twos.			
	3.49	For children aged two: • There must be at least one member of staff for every five children. • At least one member of staff must hold an approved level 3 qualification, or have received approval to be included in the ratios at level 3 after attaining experience-based route status. • At least half of all other staff must hold an approved level 2 qualification.		n/a	
	3.50	For children aged three and over in registered early years provision, at any time where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status is working directly with children: • There must be at least one member of staff for every 13 children. • At least one other member of staff must hold an approved level 3 qualification, or have received approval to be included in the ratios at level 3 after attaining experience-based route status.	Our setting is teacher led. Early Years TAs with Level 3 qualifications - Alicia Tiffany, Katrina Elsy, and Siobhan Turner. Staff: child ratios are maintained according to age. Students are included appropriately.		
	3.51	For children aged three and over in registered early years provision where a person with Qualified Teacher Status, Early Years Professional Status, or Early Years Teacher Status is not working	Our setting is teacher led.		



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		directly with children: • There must be at least one member of staff for every eight children. At least one other member of staff must hold an approved level 3 qualification, or have received approval to be included in the ratios at level 3 after attaining experience-based route status. • At least half of all other staff must hold an approved level 2 qualification.	Early Years TAs with Level 3 qualifications - Alicia Tiffany, Katrina Elsy and Siobhan Turner. Staff: child ratios are maintained according to age. Students are included appropriately.		
	3.52	For children aged three and over in independent schools (including in nursery classes in free schools and academies) where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status, an instructor, or another suitably qualified overseas trained teacher, is working directly with children: • For classes where the majority of children will reach the age of five or older within the school year, there must be at least one member of staff for every 30 children. • For all other classes there must be at least one other member of staff for every 13 children. • At least one other member of staff must hold an approved level 3 qualification, or have received approval to be included in the ratios at level 3 after attaining experience-based route status.	Our setting is teacher led. Early Years TAs with Level 3 qualifications - Alicia Tiffany, Katrina Elsy and Siobhan Turner. Staff: child ratios are maintained according to age. Students are included appropriately.		
	3.53	For children aged three and over in independent schools (including in nursery classes in free schools and academies) where there is no person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status no instructor, and no suitably qualified overseas trained teacher, working directly with children: • There must be at least one member of staff for every eight children. • At least one member of staff must hold an approved level 3 qualification, or have received approval to be included in the ratios	Not applicable	n/a	



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		at level 3 after attaining experience-based route status. • At least half of all other staff must hold an approved level 2 qualification.			
	3.54	For children aged three and over in maintained nursery schools and nursery classes in maintained schools: There must be at least one member of staff for every 13 children. • At least one member of staff must be a school teacher as defined by section 122 of the Education Act 2002. • At least one other member of staff must hold an approved level 3 qualification, or have received approval to be included in the ratios at level 3 after attaining experience-based route status.	Our setting is teacher led. Early Years TAs with Level 3 qualifications - Alicia Tiffany, Katrina Elsy and Siobhan Turner. Staff: child ratios are maintained according to age.		
	3.55	Reception classes in maintained schools and academies are subject to infant class size legislation, which is limited to 30 pupils per school teacher (subject to permitted exceptions) while an ordinary teaching session is conducted. 'School teachers' do not include teaching assistants, higher level teaching assistants, or other support staff. Consequently, in an ordinary teaching session, a school must employ sufficient school teachers to enable it to teach its infant classes in groups of no more than 30 per school teacher.	Our setting is teacher led. Early Years TAs with Level 3 qualifications - Alicia Tiffany, Katrina Elsy and Siobhan Turner. Staff: child ratios are maintained according to age.		
	3.56	Some schools may choose to mix their reception classes with groups of younger children (for example, nursery pupils, non-pupils, or younger children from a registered provider). In such cases they must determine ratios within mixed groups, guided by all relevant ratio requirements and by the needs of individual children within the group. In exercising this discretion, the school must comply with the statutory requirements relating to the education of children of compulsory school age and infant class sizes. Schools' partner providers must meet the relevant ratio requirements for their provision.	Not applicable		



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	3.57	Providers must not include anyone aged under 17 in ratios, except apprentices who may be included in ratios from the age of 16. Providers must not allow anyone aged under 17 to care for children unsupervised at any time. Providers may count students and long-term volunteers (aged 17 or over) and apprentices (aged 16 or over) in ratios at the level below their level of study but only if the provider is satisfied they are suitable (as in paragraphs 3.13 to 3.16) competent and responsible, and they hold a valid and current paediatric first aid qualification.	Teacher led provision Ratios are maintained at all times		
Before/after school care and holiday provision	3.58	Where the provision is solely before/after school care or holiday provision for children who normally attend reception class (or older) during the school day, there must be sufficient staff as for a class of 30 children. It is for providers to determine how many staff are needed to ensure the safety and welfare of children, bearing in mind the type(s) of activity and the age and needs of the children. It is also for providers to determine what qualifications, if any, the manager and/or staff should have. See details on page 6 for the learning and development requirements for providers offering care exclusively before/after school or during the school holidays.	Nursery aged children do not attend any after school clubs. Reception children attend Sporting Influence multi sports club provided by a trained coach.		
Health and medicine	3.59	Providers must promote the good health, including the oral health, of the children they look after.	Procedures for illness, infection, and administering medicines are in place. Staff trained, records kept, parental permissions obtained. Allergy plans are maintained with parents and healthcare professionals. As part of our curriculum we cover oral health and how to look after our teeth. We encourage good health and living a healthy lifestyle with a balanced diet and exercise.		



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	3.60	They must have a procedure, which must be discussed with parents and/or carers, for taking appropriate action if children are ill or infectious. This procedure must also cover the necessary steps to prevent the spread of infection.	Procedures for illness, infection, and administering medicines are in place. Staff trained, records kept, parental permissions obtained. Allergy plans are maintained with parents and healthcare professionals.		
	3.61	Providers must have and implement a policy, and procedures, for administering medicines to children. It must include systems for obtaining information about a child's needs for medicines, and for keeping this information up to date. Staff must have training if the administration of medicine requires medical or technical knowledge. Prescription medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse, or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor).	Procedures for illness, infection, and administering medicines are in place. Staff trained, records kept, parental permissions obtained. Allergy plans are maintained with parents and healthcare professionals. Medicine kept behind a locked door and only administered following school policy. Medicine is checked to be prescribed and in date as well as a second member of staff to make sure the correct dosage is given. This is recorded on the completed form provided to parents.		
	3.62	Medicine (both prescription and non-prescription) must only be administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. Providers must keep a written record each time a medicine is administered to a child and inform the child's parents and/or carers on the same day the medicine has been taken, or as soon as reasonably practicable.	Procedures for illness, infection, and administering medicines are in place. Staff trained, records kept, parental permissions obtained. Allergy plans are maintained with parents and healthcare professionals. Medicine kept behind a locked door and only administered following schools policy. Medicine is checked to be prescribed and in date as well as a second member of staff to make sure the correct dosage is given.		



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			This is recorded on the completed form provided to parents.		
Food and drink	3.63	Where children are provided with meals, snacks, and drinks, these must be healthy, balanced and nutritious. To understand how to meet this requirement, providers must have regard to the 'Early Years Foundation Stage nutrition guidance'. Fresh drinking water must always be available and accessible to children.	Children are encouraged to bring a named water bottle to school. School provides water in water in cups which is always accessible to the children. We also have a healthy snack of fruit or veg and milk once a day We also discuss healthy eating as part of our curriculum		
Safer eating	3.64	Whilst children are eating there should always be a member of staff in the room with a valid paediatric first aid certificate for a full course consistent with the criteria set out in Annex A.	Teaching Assistants hold a PFA qualification and are present when children are eating (Alicia Tiffany, Natalie Chalmers and Imogen Hayden - Teacher) Staff are aware of the correct way to cut up food for children and parents reminded for pack lunches. A member of staff stays with the children who are sat at a table in the dinner hall while eating to support with cutting food and monitoring eating.		
	3.65	Before a child is admitted to the setting the provider must obtain information about any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special	Procedures for illness, infection, and administering medicines are in place. Staff		



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		health requirements. This information must be shared by the provider with all staff involved in the preparing and handling of food. At each mealtime and snack time providers must be clear about who is responsible for checking that the food being provided meets all the requirements for each child.	trained, records kept, parental permissions obtained. Allergy plans are maintained with parents and healthcare professionals. Enrolment forms require this information to be completed before a child joins school		
	3.66	Providers must have ongoing discussions with parents and/or carers and, where appropriate, health professionals to develop allergy action plans for managing any known allergies and intolerances. This information must be kept up to date by the provider and shared with all staff. Providers should refer to the British Society for Allergy and Clinical Immunology (BSACI) allergy action plan. Providers must ensure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis, the differences between allergies and intolerances and that children can develop allergies at any time, especially during the introduction of solid foods which is sometimes called complementary feeding or weaning. Providers should refer to the NHS advice on food allergies: Food allergy - NHS (www.nhs.uk) and treatment of anaphylaxis: Anaphylaxis - NHS (www.nhs.uk).	Procedures for illness, infection, and administering medicines are in place. Staff trained, records kept, parental permissions obtained. Allergy plans are maintained with parents and healthcare professionals.		
	3.67	Providers must have ongoing discussions with parents and/or carers about the stage their child is at in regard to introducing solid foods, including to understand the textures the child is familiar with. Assumptions must not be made based on age. Providers must prepare food in a suitable way for each child's individual developmental needs, working with parents and/or carers to help children move on to the next stage at a pace right for the child. The NHS has some advice providers should refer to: Weaning - Start for Life - NHS (www.nhs.uk).	Not applicable 3+ provision all children consuming solids	n/a	



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	3.68	Providers must prepare food in a way to prevent choking. This guidance on food safety for young children: Food safety - Help for early years providers - GOV.UK (education.gov.uk) includes advice on food and drink to avoid, how to reduce the risk of choking and links to other useful resources for early years providers.	Procedures for illness, infection, and administering medicines are in place. Staff trained, records kept, parental permissions obtained. Allergy plans are maintained with parents and healthcare professionals. Teaching Assistants hold a PFA qualification and are present when children are eating (Miss Tiffany, Mrs Chalmers and Miss Hayden - Teacher) Teaching Assistants stay with the children who are sat at a table in the dinner hall while eating and drinking to support with cutting food and monitoring eating Staff aware of the correct way to cut up food for children and parents reminded for pack lunches. Medical tracker used to record choking incidents and parents informed		
	3.69	Babies and young children should be seated safely in a highchair or appropriately sized low chair while eating. Where possible there should be a designated eating space where distractions are minimised.	N/A	n/a	
	3.70	Children must always be within sight and hearing of a member of staff whilst eating. Choking can be completely silent, therefore, it is important for providers to be alert to when a child may be starting	Procedures for illness, infection, and administering medicines are in place. Staff		



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		to choke. Where possible, providers should sit facing children whilst they eat, so they can make sure children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions.	trained, records kept, parental permissions obtained. Allergy plans are maintained with parents and healthcare professionals. Teaching Assistants hold a PFA qualification and are present when children are eating (Miss Tiffany, Mrs Chalmers and Miss Hayden - Teacher) Teaching Assistants stay with the children who are sat at a table in the dinner hall while eating and drinking to support with cutting food and monitoring eating. Medical tracker used to record choking incidents and parents informed.		
	3.71	When a child experiences a choking incident that requires intervention, providers should record details of where and how the child choked and ensure parents and/or carers are made aware. The records should be reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking. Appropriate action should be taken to address any identified concerns.	Procedures for illness, infection, and administering medicines are in place. Staff trained, records kept, parental permissions obtained. Allergy plans are maintained with parents and healthcare professionals. Teaching Assistants hold a PFA qualification and are present when children are eating (Miss Tiffany, Mrs Chalmers and Miss Hayden - Teacher) Teaching Assistants stay with the children who are sat at a table in the dinner hall while eating and drinking to support with cutting food and monitoring eating		



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			Medical tracker used to record choking incidents and parents informed		
Food and drink facilities	3.72	There must be an area adequately equipped to provide healthy meals, snacks and drinks for children as necessary. There must be suitable facilities for the hygienic preparation of food for children, if necessary, including suitable sterilisation equipment for babies' food. Providers must be confident that those responsible for preparing and handling food are competent to do so. All staff involved in preparing and handling food must receive training in food hygiene.	Food areas meet hygiene standards. Staff trained in food hygiene. Incidents of food poisoning reported to Ofsted within 14 days. No equipment currently needs sterilising Good hygiene followed and encouraged in all instances All kitchen staff have Hand hygiene COSHH training Food safety level 2 Food allergies level 2 Natasha's law training Compliance in food allergens training Allergen procedures		
Food poisoning	3.73	Registered providers must notify Ofsted, or the CMA with which a provider of CoDP is registered, of any food poisoning affecting two or more children cared for on the premises. This must be done as soon as is reasonably practicable, but, in any event, within 14 days of the incident. A registered provider who, without reasonable excuse, does not meet this requirement commits an offence.	Food prep areas meet hygiene standards. Staff trained in food hygiene. Incidents of food poisoning reported to Ofsted within 14 days.		
Supporting and	3.74	Providers are responsible for supporting, understanding, and managing children's behaviour in an appropriate way.	Positive behaviour policies in place.		



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understandin g children's behaviour			School behaviour policy is followed in all instances. Corporal punishment is prohibited; Physical intervention only in emergencies, recorded, and communicated to parents.		
	3.75	Providers must not give or threaten corporal punishment or any punishment which could negatively affect a child's well-being. Providers must take reasonable steps to ensure that corporal punishment is not given by anyone who is caring for or is in regular contact with a child, or by anyone living or working in the premises where care is provided. Any early years provider who does not meet these requirements commits an offence. A person will not be considered to have used corporal punishment (and therefore will not have committed an offence) if physical intervention was taken to avert immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.	Positive behaviour policies in place. School behaviour policy is followed in all instances. Corporal punishment is prohibited. Physical intervention only in emergencies, recorded, and communicated to parents. CPOMS used to record concerns Safeguarding training taken by all staff Safeguarding policy followed All staff aware of the procedures to follow if a concern is raised.		
	3.76	Providers must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.	Positive behaviour policies in place. School behaviour policy is followed in all instances Corporal punishment is prohibited Physical intervention only in emergencies, recorded, and communicated to parents.		
Special education needs	3.77	Early years providers must have arrangements in place to support children with Special Educational Needs and Disabilities (SEND). Maintained schools, academies and maintained nursery schools are required to identify a member of staff to act as Special Educational Needs Co-ordinator (SENCO) and other providers (in group	SENCO identified; SEND support plans implemented. Staff aware of 0–25 SEND Code of Practice - with knowledge of the EYFS section		



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		provision) are expected to identify a SENCO. Maintained schools, academies and maintained nursery schools and all providers who are funded by the local authority to deliver early education places are required to have regard to the 0-25 SEND Code of Practice. Other providers may find it helpful to familiarise themselves with the early years section of the 0-25 SEND Code of Practice.			
Safety and suitability of premises, environment and equipment Accident or injury	3.78	Providers must ensure a first aid box with appropriate items for use on children is always accessible. Providers must keep a written record of accidents or injuries and first aid treatment. Providers must 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.	First aid box accessible. Accidents recorded on Medical tracker and parents informed the same day. Serious incidents reported to Ofsted within 14 days and local child protection agencies informed. All instances of first aid are recorded on Medical tracker and parents informed via email.		
	3.79	Registered providers must notify Ofsted, or the CMA with which a provider of CoDP is registered, of any serious accident, illness, or injury to, or death of, any child while in their care, and of the action taken. This must be done as soon as is reasonably practicable, but in any event, within 14 days of the incident occurring. A registered provider who, without reasonable excuse, does not meet this requirement commits an offence. Providers must notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care, and must act on any advice from those agencies.	First aid box accessible. Accidents recorded on Medical tracker and parents informed the same day. Serious incidents reported to Ofsted within 14 days and local child protection agencies informed.		
Safety of premises	3.80	Providers must ensure that their 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 meet health, safety, and fire regulations. Indoor and outdoor spaces meet EYFS minimum space requirements.		



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		premises. Providers must comply with requirements of health and safety legislation, including fire safety and hygiene requirements.			
	3.81	Providers must take reasonable steps to ensure the safety of children, staff, and others on the premises in the case of fire or any other emergency. Providers must have: • An emergency evacuation procedure. • Appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order. Fire exits must be clearly identifiable, and fire doors free of obstruction and easily opened from the inside.	Premises meet health, safety, and fire regulations. Indoor and outdoor spaces meet EYFS minimum space requirements. Emergency evacuation plan in place Emergency invacuation plan in place All fire detection and control equipment in place.		
Banned dog breeds	3.82	Banned dog breeds (meaning dogs to which section 1 of the Dangerous Dogs Act 1991 applies including the XL Bully type), must not be kept or present on the premises at any time.	Dogs are not allowed on the school premises (excluding guide dogs.)		
Indoor space requirements	3.83	The premises and equipment must be organised in a way that meets the needs of children. Providers must meet the following indoor space requirements where indoor activity in a building(s) forms the main part of (or is integral) to the provision: • Children under two years: 3.5m² per child. • Two-year-olds: 2.5m² per child. • Children aged three to five years: 2.3m² per child.	Premises meet health, safety, and fire regulations. Indoor and outdoor spaces meet EYFS minimum space requirements.		
	3.84	Where the space standards are applied, providers cannot increase the number of children on roll because they additionally use an outside area. 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	Indoor and outdoor spaces meet EYFS minimum space requirements		



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		needed.			
Outdoor access	3.85	Providers must provide access to an outdoor play area. If that is not possible, they must ensure that outdoor activities are planned and taken on a daily basis (unless circumstances make this inappropriate, for example unsafe weather conditions). Providers must follow their legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments).	Daily outdoor activities provided in EYFS outdoor area, school field and playground areas (Reception lunch time)		
Sleeping arrangements	3.86	Babies and children must be placed down to sleep safely. For children under 2 years old, the following requirements apply: • Children must be placed down on their back in their own separate sleep space on a firm flat surface such as a cot, bed or mattress on the floor. Babies aged 12 months and under must only be placed to sleep in a cot. • Sleep spaces must only contain a firm, flat, waterproof mattress and lightweight bedding which is firmly tucked in around the child below their shoulders to prevent head covering. Alternatively, a well fitted baby sleep bag may be used. Check the manufacturer recommendations before using a baby sleep bag. • Where blankets are used, the child must be placed feet-to-foot at the bottom of the cot, with blankets tucked in. • Cots must not contain extra items such as toys, pillows, extra blankets, bumpers, wedges or straps. • Children should not get too hot or cold. The recommended room temperature for babies is 16 – 20°C. • Children's heads must not be covered. • Babies under six months of age must always have an adult with them in the same room for every sleep. All children must be frequently checked when sleeping. • Children must always be within sight and hearing of staff when sleeping.	Children are 3+ in the setting. There are no set sleeping time in the setting. If a child were to fall asleep, they would be moved to a quiet area and closely monitored. SLT / DSL would be informed and a phone call is made to parents as this would be out of the normal routine for pupils in the setting.		



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Baby room	3.87	There should be a separate baby room for children under the age of two. However, providers must ensure that children in a baby room have contact with older children and are moved into the older age group when appropriate.	NA		
Toilets and intimate hygiene	3.88	Providers must ensure: • There is an adequate number of toilets and hand basins available - there should usually be separate toilet facilities for adults. • There are suitable hygienic changing facilities for changing any children who are in nappies. • Children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting. • There is an adequate supply of clean bedding, towels, spare clothes, and any other necessary items.	Adequate toilets and hygienic changing facilities. Changing room with changing table available when required. No set sleeping time. Spare clothes provided by parents and by school		
Organising premises for confidentiality and safeguarding	3.89	Providers must ensure: • There is an area where staff may talk to parents and/or carers confidentially. • There is an area for staff to take breaks away from areas being used by children. • Children are only released into the care of individuals of whom the parent has explicitly notified the provider. • Children do not leave the premises unsupervised. • They take all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors. • They consider what additional measures are necessary when children stay overnight.	Adequate toilets and hygienic changing facilities. Confidential areas for staff to speak to speak to parents. Children released only to authorised adults. Visitor identity checks enforced.		



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insurance	3.90	Providers must carry the appropriate insurance (e.g. public liability insurance) to cover all premises from which they provide childcare.	Public liability insurance in place covering all premises.		
Safety on outings	3.91	Children must be kept safe while on outings. Providers must assess potential risks or hazards for the children and must identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment must include consideration of staff to child ratios. The risk assessment does not necessarily need to be in writing; this is up to providers. Providers should also have regard for the paediatric first aid requirements set out in sections 3.37 - 3.39 while on outings with children.	Risks identified, minimised, and monitored. Staff: child ratios considered. Evolve used and completed for each trip out of school in line with school policies Hired vehicles e.g. coaches are only used once all details are checked		
	3.92	Vehicles transporting children, and the driver of those vehicles, must be adequately insured.	Risks identified, minimised, and monitored. Staff: child ratios considered. No Vehicles owned. Evolve used and completed for each trip out of school in line with school policies Hired vehicles e.g. coaches are only used once all details are checked		
Risk assessment	3.93	Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks. Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should 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.	Risks identified, minimised, and monitored. Staff: child ratios considered. No vehicles used.		



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Children's screen use	3.94	Providers must have regard to the following guidance on children's screen use in early years settings: Help for early years providers: Screen use.	Screen time advice for children aged 0-5 For children: • under 2 years - avoid screen time altogether other than in exceptional circumstances such as a video call with parents and carers • 2-5 years - screen time should be limited to 1 hour a day, less if possible • do not allow children to view screens in a passive or sedentary way, without any interaction or communication from educators • only use screens with children for short periods at a time, to protect children's ability to focus and concentrate • avoid using screens with children during mealtimes or within an hour of a sleep period, as this could affect their sleep quality • do not have screens on in the background, as they can distract from activities such as social interaction and active play • avoid using screens for routine management or to calm children, as this impacts on children's ability to learn to self-regulate - screens should also not be used to occupy children		
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			(including during periods of transition throughout the day) or manage their behaviour		
Information and record keeping	3.95	Providers must maintain records, obtain and share relevant information (with parents and carers, other professionals working with the child, the police, social services and Ofsted or their CMA, as appropriate). This is to ensure their setting is safe and efficiently managed, and the needs of all children are met. Providers must enable a regular two-way flow of information with parents and/or carers (and between other providers, if a child is attending more than one setting). If requested, providers should incorporate parents' and/or carers' comments into children's records.	Records maintained securely, accessible only to authorised personnel. Information shared with parents and other agencies as required. Retained for a reasonable period after children leave.		
	3.96	Records must be easily accessible and available (these may be kept securely off the premises). Confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them. Providers must be aware of their responsibilities under the Data Protection legislation and, where relevant, the Freedom of Information Act 2000.	Records maintained securely, accessible only to authorised personnel. Information shared with parents and other agencies as required. Retained for a reasonable period after children leave.		
	3.97	Providers must ensure that all staff understand the need to protect the privacy of the children in their care, as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. Parents and/or carers must be given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the Data Protection Act.	Records maintained securely, accessible only to authorised personnel. Information shared with parents and other agencies as required. Retained for a reasonable period after children leave.		



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	3.98	Records relating to individual children must be retained for a reasonable period of time after they have left the provision.	Records maintained securely, accessible only to authorised personnel. Information shared with parents and other agencies as required. Retained for a reasonable period after children leave.		
Information about the child	3.99	Providers must record the following information for each child in their care: • Full name. • Date of birth. • Name and address of every parent and/or carer who is known to the provider. • Information about any other person who has parental responsibility for the child. • Which parent(s) and/or carer(s) the child normally lives with. Emergency contact details for parents and/or carers. Where possible, settings should hold more than two emergency contact numbers for each child.	Full child records maintained securely, accessible only to authorised personnel. Information shared with parents and other agencies as required along with emergency contact information.		
Information for parents and carers	3.100	Providers must share the following information with parents and/or carers: • How the EYFS is being delivered in the setting, and how parents and/or carers can access more information. • The range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home. • How the setting supports children with special educational needs and disabilities. • Food and drinks provided for children. • Details of the provider's policies and procedures - making copies	Full child records maintained. Parents informed of EYFS delivery, routines, staffing, and contact procedures. Parents evenings Stay and plays Open events Weekly newsletters Weekly Class blogs		



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		available on request. This includes the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting. • How staffing in the setting is organised. • The name of their child's key person and their role. • A telephone number for parents and/or carers to contact the provider in an emergency.			
complaints	3.101	Providers must put in place a written procedure for dealing with concerns and complaints from parents and/or carers, and must keep a written record of any complaints, and their outcome. All providers must: • Investigate written complaints relating to how they are fulfilling the EYFS requirements. • Notify the person who made the complaint of the outcome of the investigation within 28 days of having received the complaint. • Make a record of complaints available to Ofsted, or the CMA with which a provider of CoDP is registered, on request.	Written complaints recorded and investigated within 28 days. Parents informed of inspections and reports shared.		
	3.102	Providers must make available to parents and/or carers the details about how to contact Ofsted, or the CMA with which a provider of CoDP is registered, if they believe the provider is not meeting the EYFS requirements.	Parents informed of inspections and reports shared.		
Inspections and quality assurance visits	3.103	If providers become aware that they are to be inspected by Ofsted or have a quality assurance visit by the CMA, they must notify parents and/or carers. After an inspection by Ofsted or a quality assurance visit by their CMA, providers must supply a copy of the report to parents and/or carers of children attending on a regular basis.	Written complaints recorded and investigated within 28 days. Parents informed of inspections and reports shared.		



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Information about the provider	3.104	Providers must hold the following documentation: • Name, home address and telephone number of the provider and any other person living or employed on the premises. • Name, home address and telephone number of anyone else who will regularly be in unsupervised contact with the children attending the early years provision. • A daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person. • Their certificate of registration (which must be displayed at the setting and shown to parents and/or carers on request).	Not applicable Staff and provider information recorded. Ofsted notified of any significant changes within 14 days. CMA notifications made where relevant.	n/a	
Changes that must be notified to ofsted	3.105	All registered early years providers must notify Ofsted (but see paragraph 3.107) of: • Any change to the address of the premises (and must obtain prior approval to operate from those premises where appropriate). • Any change to the premises which may affect the space available to children and the quality of childcare available to them. • Any change to the name or address of the provider, or the provider's other contact information. • Any change to the person who is managing the early years provision. • Any proposal to change the hours during which childcare is to be provided which will entail the provision of overnight care. • Any significant event which is likely to affect the suitability of the early years provider to look after children. • Any significant event which is likely to affect the suitability of any person who cares for/is in regular contact with children on the premises. • Where the early years provision is provided by a company, any change in the name or registered number of the company. • Where the early years provision is provided by a charity, any	Staff and provider information recorded. Ofsted notified of any significant changes within 14 days. CMA notifications made where relevant.		



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		change in the name or registration number of the charity. • Where the childcare is provided by a partnership, body corporate or unincorporated association, any change to the “nominated individual”. • Where the childcare is provided by a partnership, body corporate or unincorporated association whose sole or main purpose is the provision of childcare, any change to the individuals who are partners in, or a director, secretary or other officer or members of its governing body.			
	3.106	Where providers are required to notify Ofsted about a change of person except for managers, as specified in paragraph 3.105 above, providers must give Ofsted the new person's name, any former names or aliases, date of birth, and home address. If there is a change of manager, providers must notify Ofsted that a new manager has been appointed. Where it is reasonably practical to do so, this must be done in advance of the change happening. In other cases, this must be done as soon as is reasonably practical but, in any event, within 14 days. A registered provider who, without reasonable excuse, fails to comply with these requirements commits an offence.	Not applicable Staff and provider information recorded. Ofsted notified of any significant changes within 14 days. CMA notifications made where relevant.	n/a	
	3.107	Please note that where providers of CoDP are registered with a CMA the above notifications should be given to their CMA, not Ofsted.	Staff and provider information recorded. Ofsted notified of any significant changes within 14 days. CMA notifications made where relevant.	n/a	
Other legal duties	3.108	The EYFS requirements sit alongside other legal obligations and do not supersede or replace any other legislation which providers must still meet. For example, where provision is taking place in maintained schools there is other legislation in place with which headteachers, teachers and other practitioners must comply with.	All EYFS requirements are implemented alongside employment law, anti-discrimination law, health & safety, data protection, and duty of care obligations.		



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		Other duties on providers include: • Employment laws. • Anti-discriminatory legislation. • Health and safety legislation. • Data collection regulations. • Duty of care.			
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