Welcome to the Early Years DSL Network 11th November 2026

Rochelle Patterson
Childcare Safeguarding Coordinator

DSL Network Aims and Purpose

- To promote connectivity with the Nottingham City Safeguarding Children Partnership, other key local authority departments and Designated Safeguarding Leads across the city
- Develop and enhance safeguarding practices and processes across the Early Years sector
- Provide support to DSLs in their role as a DSL
- Sharing of pertinent local and national updates focusing on safeguarding priorities and emerging trends across the City of Nottingham



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Agenda

Time	Agenda Items	Presenter
9:30-9:35	Welcome and Introductions	Rochelle Patterson
9:35-9:55	NCSPC-Local and National Update	Deborah Somerset
9:55-10:15	Prevent, Notice, Check, Share Update	Louise Cox
10:15-10:45	Families First Partnership Programme	Jasmine Nembhard-Francis
10:45-10:50	Break Time	
10:50-11:50	Ofsted –Safeguarding Lens	Jude Simpson
11:50-11:55	Early Years Supporting Quality Practice Through Training and Resources Close and Evaluation	Rochelle Patterson

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•NCSCP Safeguarding Updates

Deborah Somerset
Training Officer
NCSCP/SAB

@NottinghamCSCP

Nottingham City Safeguarding Children Partnership - YouTube

NCSCP Safeguarding Updates



Review 1 | Abusive Head Trauma

11-WEEK-OLD INFANT

- VULNERABILITY CLUSTER → INCOMPLETE INFORMATION → DELAYED RESPONSE

- 4 days to diagnostic scan
- Subdural haemorrhage confirmed



Review 1 | System Gaps

LATE ANTENATAL CONTACT

↓

PARENTAL VULNERABILITY + ENGAGEMENT BARRIERS

↓

SAFEGUARDING CONTEXT NOT CONNECTED TO CLINICAL SIGNS

↓

STRATEGY DISCUSSION DELAYED

REFLECT What information is missing — and how will you find it?

Review 1 | Share and Act

NOTICE → INTERPRET → SHARE → ACT

"SO WHAT DOES THIS MEAN FOR THE CHILD?"

Cluster vulnerability • Adapt engagement • Escalate early • Plan transitions

REFLECT What do we know that others don't?

Review 3 | Missing Context

5-MONTH-OLD INFANT + FRACTURED FEMUR

DOMESTIC ABUSE CALL 3 DAYS EARLIER

- PPN DELAY
- INFORMATION NOT SHARED

INITIAL "ACCIDENTAL" VIEW → SENIOR REVIEW DELAY

- Older injuries later identified



Cross-Cutting Themes

- EARLY, SHARED MULTI-AGENCY RESPONSIBILITY
- CLEAR + PURPOSEFUL INFORMATION SHARING
- ACCURATE, NON-MINIMISING LANGUAGE
- THE CHILD'S LIVED EXPERIENCE
- TIMELINESS, CHALLENGE + ESCALATION
- ONE WHOLE-FAMILY SAFEGUARDING NARRATIVE

REFLECT Which theme most needs attention in your system?

NCSCP Learning and Development Opportunities

The learning and development programme begins in April 2026 and runs until March 2027

It is split into 4 terms

Colleagues can find out about the training by accessing Learning Zone, clicking on NCSCP and reading about the appropriate courses. They can also book themselves onto their chosen course(s)

Colleagues who are external to NCC can still attend courses they are interested in. You can set up your own account and there is a PDF document on the Learning Management System to support you doing this. Any issues, contact us at the Partnership, so we can assist you. Contact details on the last slide. Charges may apply

This is the link to the Learning Zone and our courses….. Home: NCSCP - Nottingham City Safeguarding Children Partnership

NCSCP Learning and Development Opportunities

Allegations Training (LADO) – this course supports practitioners to understand what happens when an allegation is made against an adult that works with children. The LADO oversees investigations, monitors progress, gives advice and works with the Police, Childrens Social Care and other agencies

Safer Sleep – This course is designed to help practitioners understand and promote safer sleep practices for babies and reduce the risk of sudden infant death. This is essential training for those working with very young children

Domestic Abuse – This course supports practitioners to recognise abusive behaviours, understanding the impact on families and to respond appropriately. We know many young children live in households where DA exists, so a broad understanding of this area is essential.

Female Genital Mutilation (FGM) – This course explores FGM as a form of child abuse and violence against women and girls. The session will help practitioners recognise concerns and respond effectively

Neglect – a priority for the city. We have talked about neglect at previous network meetings. This training is split into 2 parts. It focuses on recognition and then how to approach it. Neglect is best identified as soon as possible in order to limit the damage caused

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Child in Need (CIN) Child Protection Figures (CP)

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Current CIN plans open mostly for children aged 1 and 2. 25 each age group

10 children with a disability. Ethnicity included children from a white, mixed and Black Asian background

Current CP plans. Male is 74, female 59 and unborn 6. Four with a disability. Majority of children white. Mostly first CP plan. 15 repeat

Of those CP plans that ended in the last 12 months, majority were for children aged 0-9 months 44. Mostly for males. Overwhelmingly white

Of Interest

Voice of the infant

Source: iHV

Date published: 05 July 2026

Institute of Health Visiting (iHV) published a report evaluating the impact of training health visitors in the use of the Alarm Distress Baby Scale (ADBB), a tool to help with routine checks to promote infant wellbeing. The tool focuses on a baby's social behaviours such as eye contact, facial expression, vocalisation, and activity levels to help practitioners better understand the ways babies express their feelings and to help parents and carers with bonding and attachment. Can also be used to recognise early signs of psychological distress, enabling specialist support to be accessed as soon as it is needed. Findings from a mix of surveys, audit data, focus groups and parent interviews include: ADBB training strengthens understanding of infant social withdrawal and increases practitioner confidence in observing and interpreting babies' behaviour; health visitors reported feeling better equipped to articulate baby's perspective; and parents described the 6-8 week review as reassuring, supportive and confidence building.

Read the report: The Royal Foundation expands support for health visitors to "give babies a voice"

Of Interest

Safeguarding Babies

Source: NSPCC

Date published: 02 September 2026

NSPCC has published news story on safeguarding concerns about babies and young children shared with its Helpline. NSPCC Helpline data shows that between April 2025 and March 2026, it referred 3,698 children aged two and under to local safeguarding agencies. More than 10 a day. Neglect, physical abuse and domestic abuse were the top three concerns among NSPCC referrals for children in this age bracket. Neglect alone accounting for almost half of all referrals for this age group.

Read the news story: Our Helpline refers 10 babies and infants every day to safeguarding agencies

Of Interest

- **Child Protection**
- **Source:** Community Care
- **Date published**: 03 September 2026

Community Care published a news story discussing findings from a recent study looking at multi-agency safeguarding hubs (MASHs) in England and whether they improve child protection outcomes. The study, published in the British Journal of Social Work, was based on Freedom of Information requests to all English local authorities and national administrative data covering the period 2010–2024 on Section 47 child protection investigations, child protection plans and serious incident notifications. Findings suggest that areas with MASHs were associated with increases in rates of child protection investigations when compared with areas without hubs. However, this did not translate into MASH areas having significantly increased rates of children on child protection plans or having lower rates of child deaths or serious harm.

Read the article: Do multi-agency safeguarding hubs improve child protection outcomes? Evidence from national administrative data

Of Interest

DfE implements new STATUTORY Information Sharing Duty beginning 30th September 2026, under the Childrens Wellbeing and Schools Act

Framework seeks to strengthen expectations and improve consistency in how information is shared between professionals and organisations working with children and families.

Designed to support practitioners and organisations to understand their responsibilities and apply information sharing legislation effectively when safeguarding children and young people. The guidance should be considered alongside WTSC 2026

Would staff know how to apply the principles? Would they understand when info should be shared? Would they know when consent should be sought and when safeguarding considerations may justify sharing info without consent? Would they know who needs the info and how much? Would the reasoning behind those decisions be clearly recorded?

Of Interest

Child Neglect

Source: Ofsted, CQC, HMICFRS and HMI Probation
Date published: 04 September 2026

Ofsted, the Care Quality Commission (CQC), His Majesty's Inspectorate of Constabulary and Fire and Rescue Services (HMICFRS), and His Majesty's Inspectorate of Probation (HMI Probation) have published guidance for inspectors carrying out a joint targeted area inspection (JTAI) of the multi-agency response to younger children living with neglect in England. JTAIs will focus on unborn children and children aged 0-11-years-old. Inspectors will evaluate the multi-agency arrangements for: responding to children who are at risk of, or are living with, neglect, at the point of identification; assessment, planning and decision-making in response to notifications and referrals; protecting, supporting and caring for children living with neglect; and prevention. Inspectors will also evaluate how local agencies work with education and early years providers to identify and respond to children experiencing neglect and with the voluntary and community sector.

Read the guidance: Joint targeted area inspection of the multi-agency response to younger children living with neglect

Contact Us

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Early Years DSL Prevent training

Louise Cox

Prevent Education Officer

Nottingham City Council



The Prevent duty-safeguarding children

- **Prevent is about helping people make better choices and staying safe**
  The aim is to support a person that is susceptible to being radicalised so that they do not become involved in terrorism or terrorism-related activity
- It is **not** about criminalising people but about preventing tragedies through **safeguarding**
- **Early intervention and support** addresses the personal and social factors which make people more receptive to radicalisation
- **In cases of younger children, we are looking to safeguard them from potentially harmful influences**
- Prevent works in a similar way to programs that protect people from gangs, substance abuse and sexual exploitation



The Prevent duty

- The Prevent duty requires specified authorities such as education, health, local authorities, police and criminal justice agencies (prisons and probation) to '**have due regard to the need to prevent people from becoming terrorists or supporting terrorism'**
- The Prevent Duty should be seen as part of wider safeguarding obligations
- Staff have a **statutory** responsibility to share any concerns with a safeguarding lead or manager
- **Trust your instinct-**Be confident that you know what to do if you spot a concern
- **Professional curiosity!** Ask the questions and have (age appropriate) conversations as part of the **Notice, Check and Share** process for Prevent concerns

Notice, Check, Share

- Follow local Safeguarding procedure- 'Notice, Check, Share'
- Speak with Prevent safeguarding lead and share information, checking any other school systems for previous incidents of note
- **Look at the situation in context and at the whole picture**
- A holistic overview of the young person's behaviour, attendance at school, performance, and past incidents should all be considered
- Speak to parents
- Would you refer? If unsure consider conversation with PEO or Police- ultimately though, the decision to refer is made by the DSL
- How to refer? One pathway via Nottinghamshire police website.



Gather more information:

Specific behaviours?
Context?
Other vulnerabilities or concerns?
Other professionals or depts that might be involved?

LATEST Guidance: Notice, check, share (accessible) - GOV.UK

Prevent and CONTEST



Prevent

To stop people from becoming terrorists or supporting terrorism.



Pursue

To stop terrorist attacks happening in this country or against UK interests overseas.



Protect

To strengthen our protection against a terrorist attack.



Prepare

To mitigate the impact of a terrorist attack.

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CURRENT THREAT LEVEL

There are five threat levels that have been designed to give a broad indication of the likelihood of a terrorist attack in the UK:

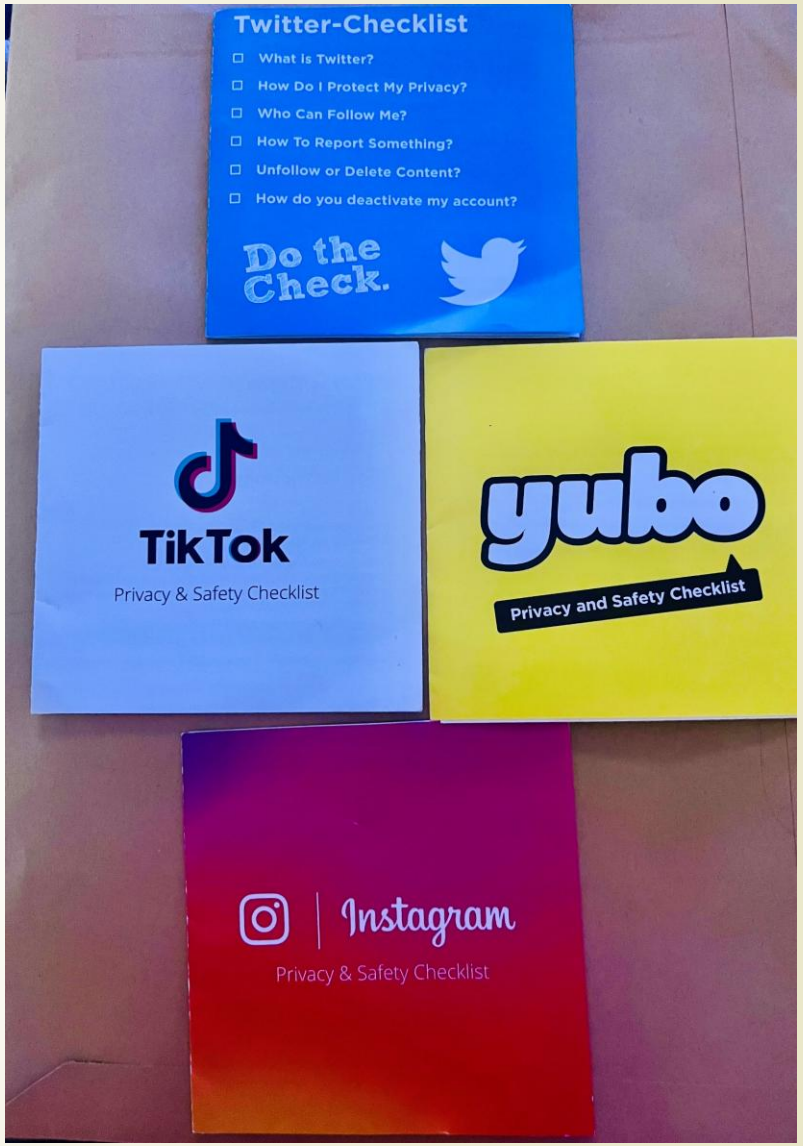
Threat Level	Meaning
Critical	An attack is highly likely in the near future
Severe	**An attack is highly likely**
Substantial	An attack is likely
Moderate	An attack is possible, but not likely
Low	An attack is highly unlikely



Themes & trends amongst younger children

- There has been an increase in 3-5-year-olds using social media platforms. Over the past few years, there has been an increase in parents of 3-5-year-olds who say their child uses social media apps or sites
- An increase in misogynistic views in primary school age children
- More children are watching livestreamed videos, a growing trend over the past three years. This year, two-thirds (66%) of 3-17s watch livestreamed videos
- 8 in 10 (79%) 3-17s have their own profile on a social media, messaging, VSP (video sharing platforms) or livestreaming site
- 16% of 3-17s livestream their own videos

Source-Ofcom Childrens and parents: Media use and attitudes report 2025





The Com network (764)

- Com groups are online networks of individuals who carry out serious, high-harm offences including child sexual abuse, serious violence, cybercrime (referred to as cyber Com), and extremism, **predominantly hosted on Discord**
- It also features indecent images of children, people blackmailing others to self-harm, and some ERW iconography
- Based on the cases identified, a large proportion of individuals enacting Com group offending are males under 18 years old
- These groups are not regarded as a threat to national security; however, they demonstrate the increasing crossover between sexual offences and ERW.
- **Telegram** is a highly prominent application among these investigations

Fascination with Committing Extreme Violence and Mass Casualty Attacks

- ***Where an individual does not have an identifiable terrorist/extremist ideology but evidence of a fascination in committing an extreme violence or mass casualty attack, the consequences of which may have no specific racial, religious, or political motivation.***

- ***Referred to as 'Violence Fascinated Individuals'***

- An interest in committing extreme violence or mass casualty attacks to an extreme degree or obsession could be exhibited through behavioural indicators such as :
- Researching and collecting detailed information about terrorist attacks or other notorious mass casualty attacks.
- Defending or glorifying such attacks, or expressing desires to emulate such attacks, irrespective of the reason given.
- Persistent or detailed knowledge of such attacks; apparent drawings, plans or preparatory acts for such attacks.
- Verbal leakage to others which could include accidental or manipulated discussions
- They generally involve young males with low empathy and an obsession with violence, but quite often no fixed ideology

What signs might we see to indicate a younger child is being influenced?

Changes in a child's behaviour, language or attitudes can sometimes suggest that they are being influenced by others. It may not always be radicalisation or extremist influences – there may be another safeguarding issue.

Notice Check Share

Working together to keep children safe

1 Behaviour

Has the child's behaviour deteriorated with no apparent explanation?

This may not always be radicalisation or extremist influences – perhaps it is another safeguarding issue.



2 Role Play

Have you noticed the child acting out violent or inappropriate behaviour at playtimes?



3 Vocabulary

Is the child using different or inappropriate language towards other children or staff?



4 Talking positively about dangerous groups

Are they talking positively about groups or people who promote hate, or making it seem like these groups are OK?



5 Tolerance

Has the child expressed intolerant views or behaviour towards other children?

For example, refusing to talk to people from a certain country or who have a different sexuality or belief.



6 Being rude, aggressive or violent towards a group

Are they being rude, aggressive or violent towards a particular group of people?

For example, Jewish, Muslim or gay people.



7 Pieces of writing or drawings

Are there pieces of writing or drawings that give you cause for concern?



The Notice, Check, Share approach

Notice

Be alert to changes in behaviour, language or attitudes.

Check

- Consider what you have seen.
- Check other information held for that child (e.g. records, previous concerns, discussions with colleagues).
- Decide whether it gives cause for concern.

Share

Discuss your concerns with your setting's Designated Safeguarding Lead (DSL).

Early identification and open discussion help us keep children safe.

Safeguarding is everyone's responsibility

What is the Channel Panel?

The Channel Panel is a multi-agency panel that forms part of the Prevent strategy. It supports individuals who may be at risk of being drawn into radicalisation, so they can receive early help and support.

Early support can make a big difference

What is Channel?

Channel is a safeguarding process that provides personalised support to individuals at risk of being influenced by extremist ideologies.



Support, not punishment

Who is on the Channel Panel?

The panel is made up of professionals from different agencies, which may include:

- Local Authority (usually Children's Social Care)
- Police (Prevent team)
- Education representatives
- Health professionals
- Other relevant agencies (e.g. youth services, mental health, housing)



What does the Channel Panel do?

The panel:

- Discusses and considers referrals from professionals.
- Assesses the level of risk and needs of the individual.
- Decides whether a tailored support plan is appropriate.
- Coordinates support from relevant services.
- Monitors progress and reviews support.



Who can be referred?

Children, young people or adults who may be vulnerable to being drawn into terrorism or extremist views can be referred.

A referral can be made by any professional who has concerns, including early years practitioners.



What kind of support is offered?

Support is tailored to the individual's needs and may include:

- Mentoring or early intervention support
- Education and wellbeing support
- Help with online safety
- Support for family members
- Access to specialist services (e.g. mental health, substance misuse, housing)



Helping individuals build positive futures

What happens after a referral?

1. **Referral**
   Concerns are shared with the local authority (Channel team).
2. **Initial assessment**
   Information is gathered and discussed with relevant agencies.
3. **Panel decision**
   The panel decides whether support is needed and, if so, a support plan is put in place and regularly reviewed.



Key message for early years practitioners

If you have concerns that a child or family may be at risk of being influenced by extremism, follow your setting's safeguarding procedures and discuss with your Designated Safeguarding Lead (DSL).

Early identification and referral can help keep children safe.

Notice
Check
Share

If in doubt, ask your DSL.

What does building resilience look like in your setting?

Helping children understand appreciation of others – everyone deserves respect. Early influences help shape lives. The foundation is in early years.



Consider what you do to promote children's resilience against unhealthy influences – keep in mind **FBVs**



How do you promote an understanding of difference?



Are these values embedded in your setting?



Think about the things you do to create a strong foundation – these all go towards building resilience and making them well equipped human beings who are less likely to use violence towards those who are different or disagree with them!



Think outside the box – its not just the obvious stuff!



How could you improve?

Prevent Education Officer for advice/further training – Louise Cox
Tel: 07890897344
Louise.Cox@nottinghamcity.gov.uk



Referral form - police website :
Refer someone to the Prevent Team | Nottinghamshire Police (FIREWALL CHECK)



Nottingham City Council

Early Years DSL Network

Jasmine Nembhard-Francis
Senior Responsible Officer
Families First Partnership Programme
Nottingham City Council

11th November 2026

Nottingham City's Children and Education Services Vision

OUR VISION

We are building a future where every child and young person in Nottingham City is seen, heard, and supported to thrive. Together, we will create a city where services are joined up, relationships are strong, and every child is surrounded by a team that puts their needs first.



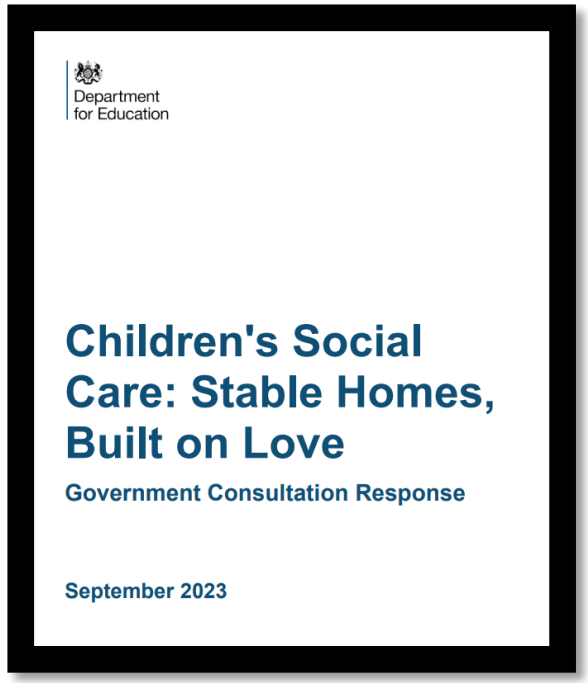
GUIDED BY CHILDREN'S VOICES AND EXPERIENCES. CREATING A FUTURE THAT IS BOLD, INCLUSIVE, AND FULL OF POSSIBILITY.

Nottingham City Council

Changing Lives. Changing Futures.

Independent Review of Children's Social Care (2022)

- This review highlighted systemic flaws in the support offered to families
- and called for a radical reset.
- Shift from crisis-driven intervention to early, preventative support, with families at the centre.
- Set the foundation for national reform and shaped subsequent government strategies.



Josh MacAlister, who led the Independent Review of Children's Social Care in England, described the proposed reforms as a

"once in a lifetime opportunity"

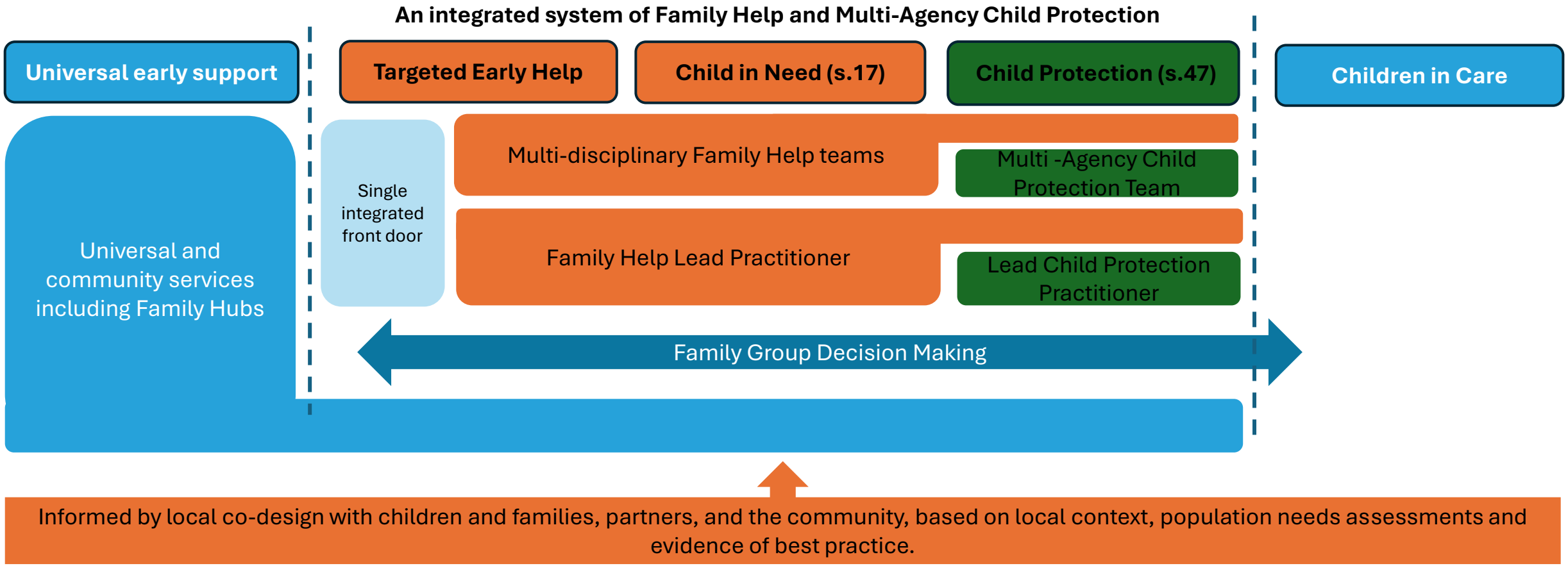
to transform the system and improve outcomes for children and families

Stable Homes, Built on Love (2023)

- The formal response to the review, turning recommendations into a strategic plan.
- The strategy recommended creating a system that prioritises stability, love, and relationships, ensuring children grow up in safe, supportive families.
  It set out the vision for Family Help, multi-agency working, and investment in early intervention
  to prevent escalation and ensure families get the ***'Right Help, at the Right Time'.***

A whole-system approach to reform

Locally designed systems that meet the needs of the population with effective, integrated and joined up services with partners and that rebalance children's social care to earlier intervention



'Education and childcare settings will often have the strongest relationships with children, young people and their families and be the first to identify when help or protection is needed'.

DfE FFPP guidance 2026-27

Families First Partnership Programme – Delivery Model

Family Help – Best Start in Life Family Hubs

Early Family Help

Targeted Family Help

Family Help Adolescence

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Early Family Help

1. What do you offer at your settings which you class as early family help?

2. What are you proud of from your Early Family Help offer and impact?



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Expectations from Families First Partnership Programme – Delivery Model

Family Networks – Build on the strengths within a family and their community.

Family Group Decision Making (FGDM) throughout the whole children's system – offered at important transitions points in a child's life when involved CSC are involved

Integrated Front Door

Call routed to an Integrated front door

Signposted to appropriate services based on accessed need

- Universal
- Early Help
- Family Help
- Social Care
- Safeguarding

PowerPoint Presentation

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Expectations from Families First Partnership Programme Delivery Model

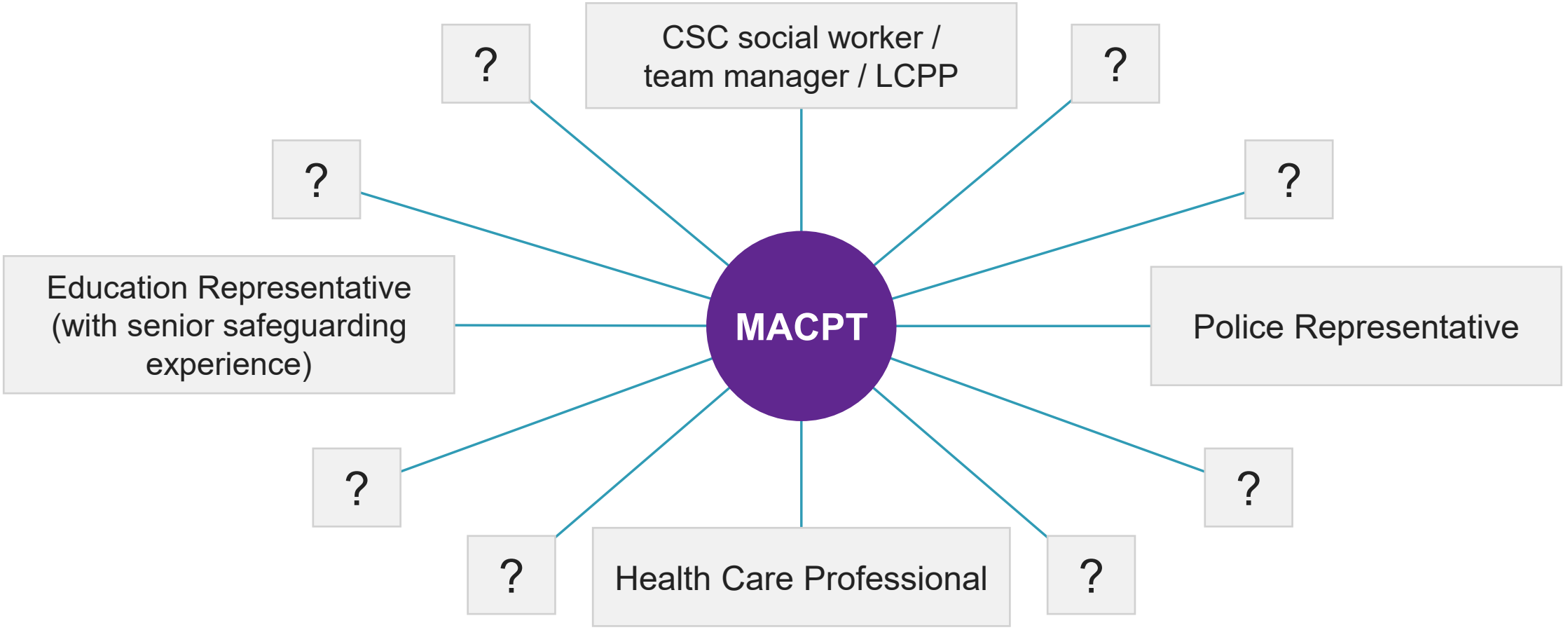
Multi Agency Child Protection Teams

Establish Multi-Agency Child Protection Teams (MACPTs) bringing together expertise across agencies for decisive, integrated child protection work.

Create a Lead Child Protection Practitioner role to ensure experienced social workers lead key child protection decision-making.

Strengthen parental representation, improving access to information, advice, and support for parents involved in child protection processes.

Multi-Agency Child Protection Team (MACPT) Proposal



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Practice Framework – Relational Practice Model

Training across the system Solihull Approach

Relational / restorative practice

Trauma Informed



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Families First Partnership NCC snapshot

Family Help

- Cementing the universal offer
- Creating Clear Family Help Pathways
- Strengthening Family Hubs across the City
- Investing in our education partners

Families told us that Family hubs are invaluable, and they want a range of services in each hub

Family Help Adolescence

- Young Futures Hub – Early Adopter
- Strengthening Skills – Missing and Exploitation Lead in Place
- Strengthening multi agency response to serious incidents
- Growing our detached offer across the city with partners

Multi Agency Safeguarding

- Front door single assessment
- Continuum of Need
- Relational Practice Training
- Strengthen step across prcesses
- Robust Q&A Framework

Families told us that they have benefitted from being involved and spoken to even when decisions have not gone their way.

Multi Agency Child Protection

- Expanding our skills with our partners
- Enhancing and strengthening our current practice
- Robust Data sharing

Family Networks

- Embedding the TAF partnership assessment
- All families are offered a network meeting at the TAF stage
- Strengthening data records

Family Group Decision Making

- **Continue to strengthen our Family Group Decision Making Process in practice development**

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Thank You
and
Any Questions?





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Inspecting safeguarding in early years

Jude Simpson Senior His Majesty's Inspector

November 2026

EYFS requirements

Providers must take all necessary steps to keep children safe and well.

The safeguarding and welfare requirements 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.

The early years toolkit and evaluation areas



In early years, we evaluate the following evaluation areas:

- **Safeguarding**
- Inclusion
- Curriculum and teaching
- Achievement
- Behaviour, attitudes and establishing routines
- Children's welfare and wellbeing
- Leadership and governance

EYFS safeguarding and welfare requirements

Safeguarding:

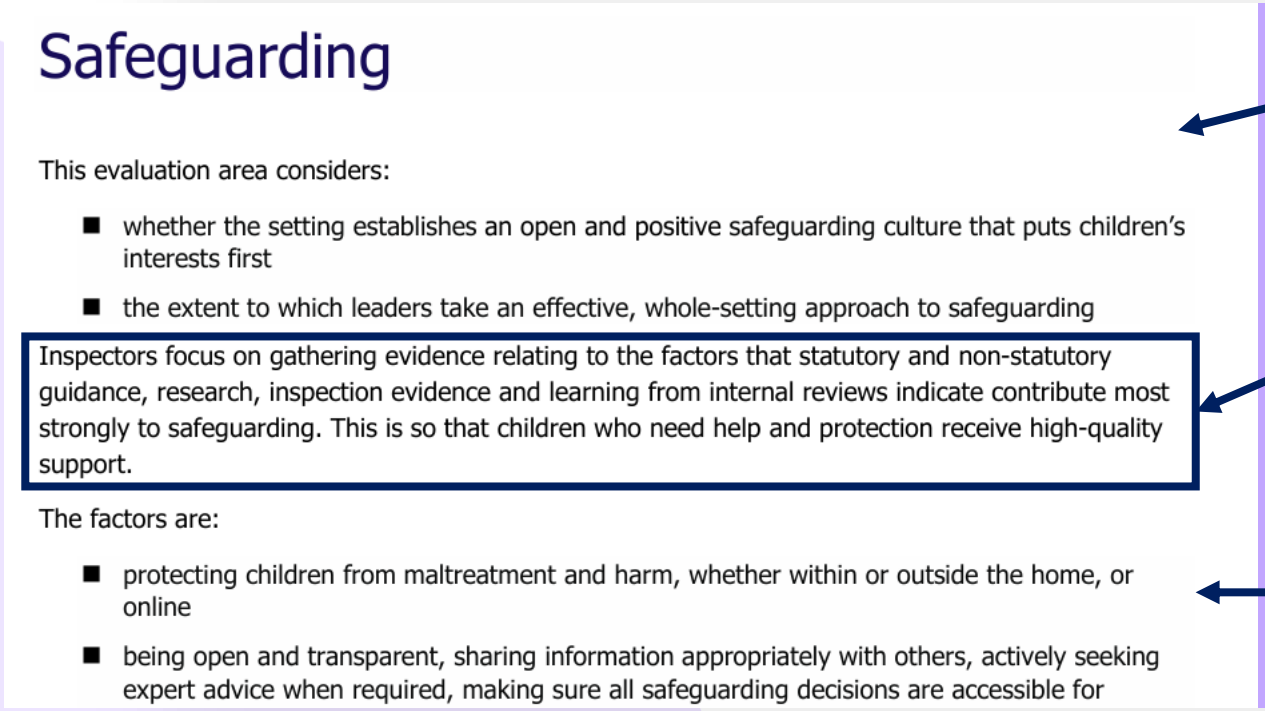
Changes that must be notified to Ofsted, child absences, concerns about children's safety and welfare, disqualification, information about the child, information and record keeping, introduction, organising premises for confidentiality and safeguarding, references, safeguarding policies and procedures, safeguarding training, staff taking medication/other substances, suitable people, supervision of staff, supporting and understanding children's behaviour, whistleblowing.

Children's welfare and wellbeing:

Accident or injury, baby room, English language skills, food and drink, food and drink facilities, food poisoning, indoor space requirements, information about the child, information about the provider, information and record keeping, information for parents and carers, insurance, key person, medicines, outdoor access, paediatric first aid, risk assessment, safer eating, safety of premises, safety on outings, sleeping arrangements, smoking and vaping, staff: child ratios, toilets and intimate hygiene.

Toolkit

The safeguarding evaluation area starts with a covering page.



Safeguarding

This evaluation area considers:

- whether the setting establishes an open and positive safeguarding culture that puts children's interests first
- the extent to which leaders take an effective, whole-setting approach to safeguarding

Inspectors focus on gathering evidence relating to the factors that statutory and non-statutory guidance, research, inspection evidence and learning from internal reviews indicate contribute most strongly to safeguarding. This is so that children who need help and protection receive high-quality support.

The factors are:

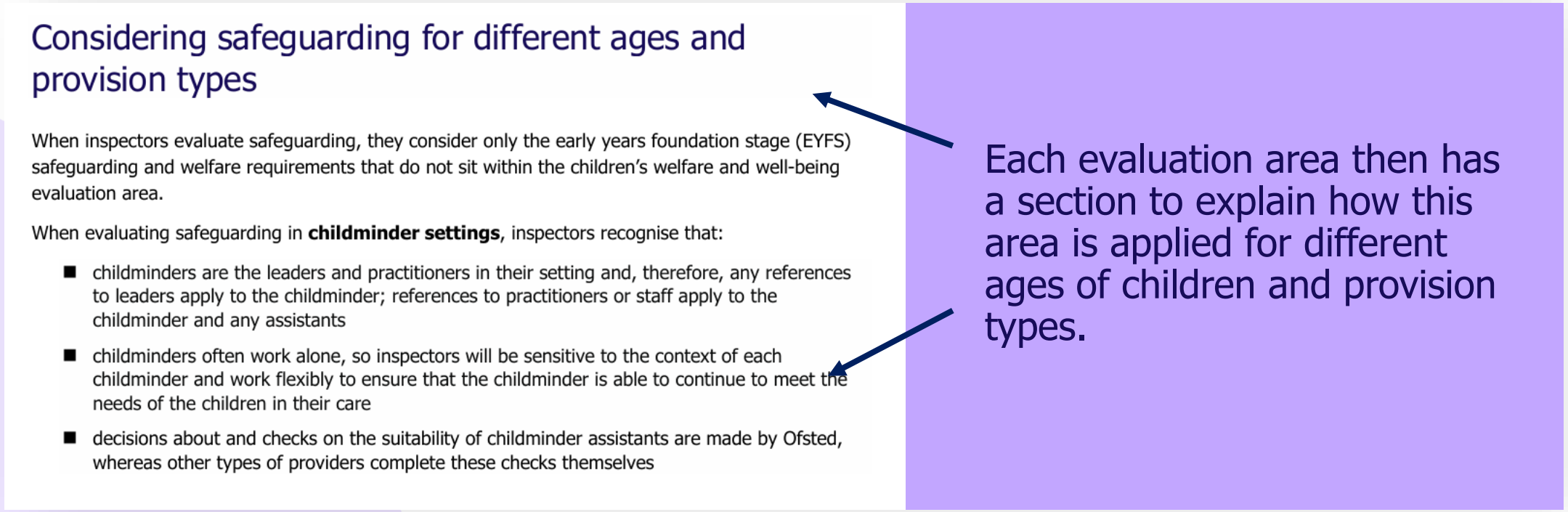
- protecting children from maltreatment and harm, whether within or outside the home, or online
- being open and transparent, sharing information appropriately with others, actively seeking expert advice when required, making sure all safeguarding decisions are accessible for

1. A summative statement of what the evaluation area considers – to help leaders and inspectors to understand what the evaluation area is 'at a glance'.

2. A reminder that our grading standards are based on research, inspection evidence, and statutory and non-statutory guidance set by the DfE.

3. Following that the toolkit sets out the most significant contributory factors that underpin our approaches to evidence gathering and grading

Toolkit



Considering safeguarding for different ages and provision types

When inspectors evaluate safeguarding, they consider only the early years foundation stage (EYFS) safeguarding and welfare requirements that do not sit within the children's welfare and well-being evaluation area.

When evaluating safeguarding in **childminder settings**, inspectors recognise that:

- childminders are the leaders and practitioners in their setting and, therefore, any references to leaders apply to the childminder; references to practitioners or staff apply to the childminder and any assistants
- childminders often work alone, so inspectors will be sensitive to the context of each childminder and work flexibly to ensure that the childminder is able to continue to meet the needs of the children in their care
- decisions about and checks on the suitability of childminder assistants are made by Ofsted, whereas other types of providers complete these checks themselves

Each evaluation area then has a section to explain how this area is applied for different ages of children and provision types.

Toolkit

The next part of each evaluation area explains the evidence inspectors will gather.

Theme

Safeguarding culture

In gathering evidence about the safeguarding culture, inspectors evaluate the extent to which leaders:

- establish a culture in which staff, children, parents and others feel comfortable raising and discussing any concerns that relate to safeguarding children and feel confident that appropriate action will be taken
- ensure that safeguarding procedures and associated policies are clear, accessible, in line with local and national expectations and reflected in the setting's practice

Evidence gathering prompts

Gathering evidence about safeguarding



Toolkits

Safeguarding is graded either as 'met' or 'not met'.

Not met	Met
The safeguarding standards have been developed from the safeguarding and welfare requirements of the 'EYFS statutory framework for group and school-based providers', 'EYFS statutory framework for childminders', 'Keeping children safe in education' and 'Working together to safeguard children'. Safeguarding standards are likely to be 'not met' if any of the following apply: Serious and/or widespread failures in safeguarding practice lead to children, or particular groups of children, being unsafe. Breaches of the statutory requirements for safeguarding have a significant impact on children's safety. Leaders have not taken sufficient action to resolve weaknesses following a failure of safeguarding arrangements that meant children may not have been kept safe. Leaders are not open to challenge and/or do not learn from issues or incidents. Leaders do not identify children who may need early help and who are at risk of harm or who have been harmed. This can include, but is not limited to, neglect, abuse, grooming, exploitation, sexual abuse and online harm. Leaders do not actively seek and listen to the views and experiences of children, practitioners and parents, and they do not deal with concerns promptly, when necessary. Leaders do not understand the impact of their policies, processes and systems. They are not receptive to challenge and/or do not reflect on	**The safeguarding standards have been developed from the safeguarding and welfare requirements of the 'EYFS statutory framework for group and school-based providers', 'EYFS statutory framework for childminders', 'Keeping children safe in education' and 'Working together to safeguard children'. Safeguarding standards are 'met' when all the following apply:** Leaders have established an open culture in which safeguarding is everyone's responsibility. Leaders and practitioners meet their responsibilities to promote the safety of children, in relation to the statutory requirements for safeguarding. Multi-agency working is effective. Parents and children know who to go to for support. Leaders identify children who may need early help and who are at risk of harm or who have been harmed. Practitioners recognise that babies and young children, including those with SEND, may be more vulnerable to abuse and neglect and that they depend on adults to recognise and respond to concerns on their behalf. Leaders and practitioners identify children who are in need of early help or are at risk of harm. All practitioners are vigilant and carry out their responsibilities effectively to keep children safe. They follow the setting's systems confidently and consistently. Leaders and practitioners ensure that other professionals and parents adhere to policies to keep children safe.

Leadership and governance evaluation area

Leadership and governance

This evaluation area considers:

- whether leaders and governors understand and meet the statutory requirements set out in the EYFS
- the commitment of leaders and those responsible for governance to provide high standards of education and care to improve the lives of all children, especially those receiving statutory support, including disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face barriers to their learning and/or well-being

Inspectors focus on gathering evidence relating to the factors that statutory requirements and non-statutory guidance, research and inspection evidence indicate contribute most strongly to leadership and governance of childcare and early education.

These factors are:

- leaders' high expectations for all children at the setting and these being embodied in all staff's day-to-day interactions with them
- leaders' understanding of their setting's strengths and areas for development and the effectiveness of the actions they take to improve the setting and/or to sustain high standards of education and care

Key messages

- The early years toolkit explains what we look at for each evaluation area.
- Safeguarding is graded as 'met' or 'not met'.
- The EYFS is embedded throughout the evaluation areas within the toolkit

Resources



Early years inspection resources

- early years inspection toolkit
- early years inspection operating guide
- information about early years inspections



Education inspection toolkits

Statutory and non-statutory guidance, professional standards and relevant research



Webinars - renewed education inspection

This playlist includes webinars for:

- Nurseries, pre-schools, other registered early years settings
- Childminders
- Out-of-school providers



Early years: regulation

- Regulation and policy frameworks
- Guidance for Ofsted staff
- Resources for providers
- Information that providers need to tell us
- Information for parents



Early years inspections: frequently asked questions blog post

- Who can take on the role of nominee and what do they do?
- I'm a childminder, how do I look after the children while I'm on the planning call?
- Is ‘expected standard’ a high standard?

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Supporting Quality Practice Through Training and Resource

- Early years safeguarding training offer
- Partnership Training Offer
- Disclosure and Barring Service (DBS) Workshops
- Key websites



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Early Years Safeguarding Training Offer



Early Years - Nottingham City Council

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Nottingham City Safeguarding Children Partnership (NCSCP) Training Schedule April 2026 – March 2027

Multi-Agency Safeguarding Training Now Available

The 2026–27 NCSCP multi-agency safeguarding training programme is now open.

Sessions include:

- Introduction to Safeguarding Children
- Making a Strong E-MARF Referral
- Child Exploitation Awareness
- Neglect and the Impact on Children
- Safeguarding Children Today briefings



This programme does not replace single-agency safeguarding training provided within organisations. Multi-agency training brings professionals together to develop shared understanding of themed topic, roles, thresholds, decision-making and information sharing, supporting more effective joint working for children and families.

ncscp-training-brochure-2026-27-1.pdf

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TAF Lead Training

- The training will cover:
- Understanding the responsibilities and expectations of the lead professional role
- Clarifying the role of the allocated TAF advisor
- Promoting effective multi agency working
- Conducting holistic assessment and creating family plans
- Organising and facilitating TAF meetings

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Myth busting the September 2026 changes to the supervision exemption for volunteer

The DBS has written a myth-buster for the changes to the supervision exemption for volunteers.

Read the myth-buster here: https://www.gov.uk/government/news/regulated-activity-with-children-common-misconceptions-about-the-sept-2026-supervision-exemption-changes



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DfE – Ofsted joint vodcast on safer sleep

- The Department for Education and Ofsted have recently published a joint vodcast on safer sleep in early years settings. This includes an overview of the updated wording in the Early Years Foundation Stage (EYFS) and a Q&A with Ofsted colleagues on what this means for inspections.

- You can watch the vodcast via the Foundation Years website.

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DSL Network dates

Wednesday 3rd March 2027	**9.30am – 12.00pm**	**Indian Community Centre**	**Book Here**
Wednesday 23rd June 2027	**9.30am – 12.00pm**	**Indian Community Centre**	**Book Here**

Reminder: two DSLs per setting can attend each DSL Network

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Your next steps as a leader of safeguarding

Commit to:

- ✓ One takeaway from this session
- ✓One thing you'll do by half-term based on this session
- ✓One connection/idea you'll follow up from this session in the next 6 weeks

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Thank you and Evaluation

DSL Network Evaluation Form - 11th November 2026

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