

STANDARDS OF AWESOME > what everyone needs to know and show

DATE OF VISIT:

SUPERPIRATES PRESENT:

REVIEW COMPLETE BY:

DATE OF TEAM REVIEW:

SITE VISITED:

Some prompts are given but these are not exhaustive. Please research, ask for training and advice.

Important links and documents visit www.superpirates.co.uk/resources

1	Safeguarding - Empowerment, Protection, Prevention <i>(staff understand and can explain the following, and is <u>seen in practice</u>)</i>	Awesome	Not Yet Awesome
1.1	"Working Together to Safeguard Children and Keeping Children Safe in Education - Part 1"		
1.2	The 'Early Help' process and the benefit of early intervention to promote children's welfare		
1.3	4 'main' types of abuse (emotional, physical, sexual, neglect)		
1.4	Other types of abuse (peer-to-peer, financial, domestic, grooming, online trolling, modern slavery, etc)		
1.5	Signs and symptoms (behaviour changes, sexualised, physical effects, flinching, crossover between types, etc)		
1.6	The legal obligation to keep children safe from harm. It is enshrined in formal laws!		
1.7	When to call the police / Child Protection Services / when to discuss concerns with parents		
1.8	Who are the DSL (designated safeguarding lead) / Deputy 'DSL' and what their role is		
1.9	How and when report concerns (always, to management, in writing and kept on file, etc)		
1.10	Who is the LADO (local authority designated officer), when and how to contact		
1.11	How to record a disclosure from a child and how to share (written down, no leading questions, etc)		
1.12	Why it's important to share even small concerns (perhaps you have a small part of puzzle?)		
1.13	Further Government guidance and resources in Safeguarding available at superpirates.co.uk/resources		
1.14	How to record injuries (including pre-existing) and incidents on Magic Booking		
1.15	How to search records for injuries and incidents, and why this is important		
1.16	How to access further training		

1.17	Who is responsible for safeguarding (everyone!)		
1.18	Why lone working is better avoided		
1.19	The importance of not having access to a phone at work. Secure and inaccessible.		
1.20	How to safely aid a child in the bathroom bearing in mind consent and autonomy		
1.21	What type of information we keep about a child on magic booking		
1.22	How and when to question / challenge a parent (for ID, for concerns)		
1.23	Whistleblowing procedure		
1.24	Why trial shift SuperPirates are identified and never alone with the children		
1.25	What to do if a parent doesn't collect a child		
1.26	What to do if a child doesn't arrive at the club		
1.27	Roles are assigned before the shift and why (Early Years Key person, signing in, food prep, etc)		
1.28	That all visitors are signed in and ID checked, including Ofsted inspectors!		
1.29	To communicate with teachers upon collecting children, as well as parents dropping off. Why do we do this?		
1.30	What to do if a child is absent		
1.31	Staff have secure social media, with appropriate content, and do not connect with children or parents		
	Notes:		

2	FGM & Prevent Duty <i>(staff understand and can explain the following, and is <u>seen in practice</u>)</i>	Awesome	Not Yet Awesome
2.1	FGM stands for 'Female Genital Mutilation'		
2.2	Signs and symptoms of FGM, as well as at risk groups demographic / geographic.		
2.3	The legal obligation to stop FGM and to report it taking place		
2.4	Prevent Duty / extremism and radicalisation		
2.5	Signs and symptoms of radicalisation, as well as at risk groups.		
2.6	Where to report concerns and when to contact the police		
	Notes:		

3	Management, Leadership, Qualified team <i>(staff understand and can explain the following, and is <u>seen in practice</u>)</i>	Awesome	Not Yet Awesome
3.1	All staff have a DBS and on Single Central Record (SCR)-		
3.2	All staff have had site inductions (Handbooks, read risk assessments, fire procedure, etc)		
3.3	Single Central Record (SCR) is up to date with application form, staff qualifications, references, suitability form		
3.4	Key Educare courses completed by all staff; Prevent, FGM, child protection		
3.5	The DSL (Designated Safeguarding Lead) and Deputy DSL regularly update knowledge / training.		
3.6	There is adequate cover for reporting concerns in case of illness, etc.		
3.7	Policies and risk assessments are up to date on the website and accessible for all staff		
3.8	Staff are aware of their personal development targets eg. EduCare courses		
3.9	Staff know and can explain their roles/responsibilities		
3.10	Encourage attendance at team meetings outside of club hours to discuss clubs, training and build relationships		
3.11	Management routinely reflect on accidents/concerns		
3.12	All staff have an up to date contract		
3.13	1:1 sessions with staff regularly		
3.14	If there are EYFS children on site, there is a Level 3 Key Person		
3.15	Key Educare courses completed by all staff; Prevent, FGM, child protection		
3.16	Where to find further resources: superpirates.co.uk/resources		
3.17	Managers do not add information/photos about/of any parents or children on social media without consent		
3.18	Parent/children information is kept securely on file and not shared with any third parties		
	Notes:		

4	A Safe Space and Supervision <i>(staff understand and can explain the following, and is <u>seen in practice</u>)</i>	Awesome	Not Yet Awesome
4.1	Staff have read and signed up to date written Risk Assessment for the site they are working		
4.2	How to undertake an 'ongoing risk assessment' and why this is important		
4.3	External perimeter is secure		
4.4	Access to building is secure from both unsupervised entrance and exit		
4.5	Clear access to fire escape		
4.6	Fire drills undertaken termly		
4.7	There is a designated and communicated fire assembly point		
4.8	All chemicals, sharps, medicine secure - sharps yes		
4.9	Secure access to kitchen		
4.10	Staff:child ratios and why it's important		
4.11	Headcounts are routinely undertaken and staff know current number of children		
4.12	Accidents and incidents recorded effectively		
4.13	Daily safety checks undertaken		
4.14	Children are visible to or heard by all staff at all times		
4.15	Headcounts occur throughout the session and staff communicate with each other		
4.16	Walkie Talkies are used by staff to communicate with each other effectively (headcounts, pick ups, walking bus)		
4.17	Site bag is accessible and has correct contents; first aid kit, play resources, medication, visitor signing sheet, handbook, policies		
4.18	Session checklists are used at beginning and end of session		
4.19	Staff maintain physical positions that offer best cover (facing children, not absorbed in crafts, etc)		
	Notes:		

5	Knowing the children and their families <i>(staff understand and can explain the following standards, and is <u>seen in practice</u>)</i>	Awesome	Not Yet Awesome
5.1	The EYFS definition and purpose		
5.2	A Key Person is assigned to all EYFS children. Why is this important?		
5.3	Access to relevant personal / medical / dietary info on Magic Booking		
5.4	Identify dietary and medical needs ahead of session		
5.5	The children that need extra support (care plans / SEN / support with toilet or dressing)		
5.6	To communicate with all children directly and appropriately		
5.7	Communication with parents/ caregivers/ teachers is effective (why, how, when)		
5.8	Where individual medication is stored and that this is safe and easily found		
	Notes:		

6	Energy and inspiring awesome <i>(staff understand and can explain the following standards, and is <u>seen in practice</u>)</i>	Awesome	Not Yet Awesome
6.1	What is meant by being an 'awesome role model' for children at the setting		
6.2	We are playful and energetic.		
6.3	We provide boundaries/rules for the children in our care		
6.4	New staff introduce themselves to children/parents/carers		
6.5	The runes of awesome are embedded within the club ethos; courage, curiosity, creativity and kindness		
6.6	The importance of representing the brand at all times, and to be conscious of encounters outside of work		
	Notes:		

7	Play, learning and development (<i>staff understand and can explain the following, and is <u>seen in practice</u></i>)	Awesome	Not Yet Awesome
7.1	Opportunity to relax / sleep if necessary / get away from the busyness		
7.2	Lots of different play opportunities - role play, small world, physical, messy, loose parts, etc		
7.3	Pencils are sharp (+ there is a sharpener with the pencils!) - resources are up to standard!		
7.4	There are opportunities to enjoy a range of books		
7.5	Resources are accessible to <i>all</i> children in the group		
7.6	Resources are representative of many types of people		
7.7	Who is in the Early Years Foundation Stage and why this age is so important		
7.8	The four principles of EYFS and how they apply broadly (<i>unique child, positive relationships</i> allow for strength and independence, <i>enabling environments, learning development</i>)		
7.9	Prime areas of learning - communication and language; physical development; personal, social, emotional development		
7.10	Specific areas of learning - literacy, maths, understanding the world, expressive arts		
7.11	Why and how to intervene in play		
7.12	What is meant by 'child led play'		
7.13	How we can develop play to a higher level		
7.14	Sustained shared thinking and open-ended questioning during play		
7.15	British values (what they are and how we support them)		
	Notes:		

8	Cleanliness and tidiness <i>(staff understand and can explain the following standards, and is <u>seen in practice</u>)</i>	Awesome	Not Yet Awesome
8.1	Cupboards are organised, clean, and resources are accessible throughout the session		
8.2	Kitchen and fridge/freezer are clean		
8.3	Fridge is between 0-5 degrees, freezer is -18 degrees		
8.4	Resources and the space is respected by the children		
8.5	Children and staff have appropriate/timely tidy up times during the session		
8.6	Toys are organised and accessible (not cluttered)		
8.7	Children's belongings are organised		
8.8	The importance of personal hygiene and appearance		
	Notes:		

9	Caring for the environment <i>(staff understand and can explain the following standards, and is <u>seen in practice</u>)</i>	Awesome	Not Yet Awesome
9.1	Resources reused/recycled/ scrapstore - minimise creating additional waste		
9.2	Waste and food is recycled		
9.3	Children are involved in the processes of caring for the environment		
9.4	Team, and children are conscious of energy waste - windows, lights, water, etc.		
9.5	The team use green means of transport wherever possible - walking to school		
9.6	The team use natural or scrap material wherever possible		
	Notes:		

10	Display & Site Bag <i>(staff understand and can explain the following standards, and is <u>seen in practice</u>)</i>	Awesome	Not Yet Awesome
10.1	Team photos/ names/ qualification on display		
10.2	Staff club leader certificates on display		
10.3	DSL/Deputy DSL and LADO info on display		
10.4	Ofsted poster displayed and parents know where to find the display/club information		
10.5	Site bag is accessible and has correct contents; first aid kit, play resources, medication (if on the move), visitor signing sheet, handbook, policies, water		
10.6	Up to date printed policies and procedures on display/available for parents/carers to access		
10.7	Up to date printed staff handbook on display/available for parents/carers to access		
10.8	Up to date printed site risk assessment on display/available for parents/carers to access		
10.9	The display is tidy and presentable - see display photos		
	Notes:		

11	Snack time <i>(staff understand and can explain the following standards, and is <u>seen in practice</u>)</i>	Awesome	Not Yet Awesome
11.1	Healthy variety of fruit and vegetables		
11.2	Cross contamination prevention steps followed		
11.3	Food stored safely (Sealed containers, day dots in use) and in line with FSA recommendations		
11.4	Thermometer in fridge and 0-8°C, Freezer -18°C		
11.5	Fruit and vegetables washed before preparing		
11.6	Staff following hand washing procedure when preparing and touching food		
11.7	Food prepared before club begins		
11.8	Snack is use as social time for children and staff		
11.9	Water bottles or jug/cups available		
12	Allergies checked		
12.1	Opportunity taken to educate on healthy eating		
12.2	Snack is served quickly, buffet style and children are engaged and entertained		
	Notes:		