

06.9a Internet Safety Audit Maidenbower Preschool Playgroup

Technology used in our setting (Add the types and numbers of devices)	ICT Equipment	Quantity	Wi-fi enabled Yes, or No?	Security settings i.e. passwords, firewalls, screen locks etc.	Who has access?
	Computers (office)	2	Yes	The two main work computers are accessed by the manager, deputy and SENCO and is password protected and contains anti-virus software.	Computers- Manager, Deputy and SENCO
	Computers (children)	0	N/A	N/A	N/A
	Amazon Tablet (staff)	6	Yes	All Amazon Tablets are password protected and have restricted access to the App store content. Only the manager can	Staff Amazon Tablets- Practitioners, Manager, Deputy.

				approve and download apps	
	Amazon Tablet (children)	1	No	All children's Amazon Tablets are password protected and have restricted access to the internet with this only being accessible if this was manually switched on using the WIFI password. Only focused learning apps are downloaded by the manager	Children's Amazon tablets- Practitioners, Manager, Deputy.
	Ipod	1	No	This is not wifi enabled. A passcode is required to operate the Ipod.	Practitioners, Children, Manager, Deputy.

	Cameras/videos	2	No	Cameras are V tech toy cameras- No internet access or online risk.	Practitioners, Children, Manager, Deputy.
	Electronic learning journals	8	Yes	Learning Journals are accessible on the Amazon Tablets – each one has a unique login ID's and Password. Only each individual child's key person, SENCO and management have access. Each child's learning journal can only be viewed/accessed by their individual key person and managers.	Practitioners, Manager, Deputy.

	Nursery Management Software	8	Yes	The Nursery Management software need users to login with their unique username and password.	Nursery Management Software-Manager
	The Playgroup phone	1	Yes	Phone has a screen lock which is password operated. Only manager and staff have the password to this. To maintain confidentiality, staff pass the phone to the relevant person when texts/calls are received. In the event of a staff member's absence, the call is passed to the manager.	Nursery Phone-Practitioners, Manager, Deputy.

	CCTV cameras	3	No	CCTV was installed and controlled by Crawley Borough Council. In the event of a clear and justified reason (ie safeguarding), the playgroup manager can request footage.	Crawley Borough Council data controller
Policies and Procedures - name of policy, or policy in which it is incorporated.	Subject - Acceptable use: Yes/No - Staff use of social media Yes/No - GDPR/Data Protection Yes/No - Personal mobile phones / wearable technology - CCTV Yes/No		Policy/Procedure 06.9 - E-safety 06.9 - E-safety 06.9 E-Safety, 07 – Record Keeping Procedures (07.1-07.4) 06.9 E-safety 13.0 CCTV Policy	Further action required All staff to read, sign and refer to policies. Manager to ensure these are up to date and available in the folder and online for staff, parents/visitors to access at all times.	
Approved Apps/websites/online tools.	<i>Tapestry Online learning journal for staff</i> <i>Appropriate focused learning programmes approved by manager.</i>				

How are children supervised when using devices?	Children are always directly supervised when using any digital device and should internet access be used, this will never be unsupervised Staff position themselves so screens are fully visible at all times and ensure devices are only used in shared, open areas. Children access only access suitable, age-appropriate apps with a focus on learning which are pre-approved and downloaded by the manager, and staff actively monitor their interactions with these, offering support throughout use. Supervision is continuous and includes talking to children about safe choices when using technology, modelling appropriate behaviour, and intervening immediately if unsuitable content were to appear. Any concerns are recorded and reported in line with safeguarding and e-safety procedures. Children are closely supervised whenever they use the V Tech cameras or take photographs. Staff ensure cameras are used only in visible areas and support children to handle equipment safely and respectfully. Any images taken are reviewed by staff to ensure safety. Children are also supported and encouraged to take their pictures respectfully and in an appropriate manner i.e faces only, of objects etc.
How is the physical safety of users managed, i.e. posture, time spent on devices	Children's physical safety is managed whenever digital devices are used. Staff ensure children are seated comfortably at the table with good posture, using chairs and tables at appropriate heights to prevent strain. Devices are positioned so children do not need to bend, twist, or hold screens at awkward angles. Time spent on devices is limited to 5 minutes at a time, no more than 3 sessions on the device to avoid long periods of sitting or eye strain.

	Staff support children to handle devices safely with two hands. Charging cables are not accessible to children, with these stored safely out of reach and accessed by staff only. Any damaged equipment is removed immediately, and the environment is checked to make sure it is safe before devices are used.
How are devices stored securely when not in use?	The children's tablet when not in use, is kept in a cupboard, accessible only to staff, and locked away at the end of every day. Staff tablets, used their online learning journals (Tapestry) may be taken home but remain protected by secure PIN codes that must not be shared with anyone. Staff store their tablets safely within their home environment, away from children and in locations that prevent loss, damage, or unauthorised access. All devices are checked regularly for damage, and charged in safe areas away from the children. This ensures equipment and any data held on it remains secure.
How do staff model safe practice when using technology with children?	Staff model safe and responsible use of technology by teaching children simple "stay safe" principles, such as only going online with a grown up, only using programmes they recognise, and telling an adult if something makes them feel unhappy. These messages are reinforced through visuals and discussions so children can understand and use their knowledge in practice. When using devices, staff observe and monitor the children, commentate on what they are doing, and show them how to operate programmes safely. They use clear, age-appropriate language to support children in making safe choices, for example: "If you don't know what button to press ask a grown-up

	if you're unsure." We encourage purposeful use of technology by using only educational programmes that support learning and development. Staff also role model respectful and responsible behaviour, including showing children how to protect privacy. Although parental consent is already in place, staff should ask children for permission before taking photos, helping them understand their right to make choices when it comes to their own privacy and personal boundaries. Through modelling, clear communication, and shared use of technology, staff help children develop safe habits and good awareness surrounding digital usage.
How is internet safety and use of technology incorporated into the early Years curriculum?	Internet safety is embedded throughout the Early Years curriculum and taught through all developmental areas such as Personal, Social and Emotional Development, Communication and Language, and Understanding the World. Through these areas, children learn key skills that support their early e-safety awareness, including making safe choices, trusting adults, asking for help, and understanding simple boundaries. Children explore technology in meaningful ways and together, we talk about how it is used in everyday life. Staff role-model safe and responsible behaviour and use clear, age-appropriate language to teach the "stay safe" principles in ways the children understand. These messages are reinforced through visuals and discussions. Staff supervise children during technology use, commentate on what they are doing, and demonstrate how to use programmes appropriately and ensure that only apps that have a learning focus are available to children. Clear rules and boundaries are set around when and how technology is used.

	Respect for privacy is also taught through staff role modelling. When staff take photos for observations or class activities, children will be given the right to consent, even when parental consent is already in place.
How is the home learning environment supported?	The home learning environment is supported by making our E-Safety policy easily accessible to families. The policy is available in the foyer in our policy folder and on the playgroup website so parents and carers can view it at any time. Keypersons and the Manager are available to discuss e-safety with families and offer simple, non judgemental advice to help them support their children's safe use of technology at home. Posters promoting e-safety messages are displayed for parents to see in the Foyer. We also signpost families to trusted external resources, such as the UK Safer Internet Centre and Internet Matters Online Safety Guide, to provide information that can help parents make informed decisions about online safety. By sharing consistent guidance and accessible resources, we help families create a safe and supportive home learning environment that is in line with the e-safety teaching children receive at playgroup.
Resources to support Internet safety in early years provision.	Accessible websites can be used by staff and these can also be used to sign post parents. • http://internetmatters.org/ • Online safety guide 0-5 year olds - Internet Matters

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| | <ul style="list-style-type: none">• https://saferinternet.org.uk/• http://childline.org.uk• http://nspcc.org.uk |
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Poster in the foyer regarding internet safety, and our E-Safety Policy (06.09)