

Early Years Foundation Stage Risk Assessment Booklet for 2023

Issued by: Health, Safety & Wellbeing Team

Date of Issue: July 2023

Date for Review: July 2024



This is the annual risk assessment for:

Early year's foundation stage

The risk assessment has been carried out by:

Emma Sefton

Job Title(s):

Foundation stage leader

Date of risk assessment:

26/04/22

Date communicated to staff and governors:

Is there an action plan in place, with clear timescales to address the findings of the risk assessment?

Date for planned review:

NB: Whilst this booklet allows for an annual risk assessment, it is recommended that a review is carried out each term (as there may be a new intake of children and/or new members of staff) or after an incident.

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SAFETY ALERT

YOUNG CHILDREN LEAVING THE
SCHOOL PREMISES UNSUPERVISED



Research has shown that a child is more likely to leave the school premises unnoticed at the beginning of a new term

The aim of this safety alert is to help you both strengthen your procedures and identify any weaknesses you may have in your settings. This should make sure that handover procedures are robust and prevent children being able to leave the premises unsupervised.

When the investigations have been carried out there seems to be several common themes / similar root causes as to how the children managed to leave unnoticed.

Please take time to look at the list of root causes below and ensure that all those identified are covered in your setting: -

- Door closers not working properly.
- Staff not checking that doors close properly.
- Staff not reporting that doors don't close properly.
- Parents distracting members of the staff when the formal handover is taking place.
- Staff not challenging parents if they go through a door that is out of bounds.
- Staff / premises staff not securing the external gates once parents have left.
- Lack of communication to supply staff / lunchtime staff.
- Lack of communication between members of staff re: changes in who's picking up a child.
- Staff carrying out the formal handover without adequate back up from another member of staff.
- Staff not monitoring the external door throughout the duration of the handover.
- Regular head counts not been carried out.
- Large gaps under fencing / gates.

- Change in classrooms / different doors for handover.

Action Required

- Ensure that this booklet is carried out on an annual basis and shared with all staff concerned.
- Revisit this booklet as a team at regular intervals, especially prior to a new intake and following an incident.
- Make sure all staff are clear about their roles and responsibilities including the Lunchtime Supervisors, Caretaker / Buildings Supervisor as they may play a part in securing doors and gates.
- Ensure that all supply staff are fully aware of the handover procedures in place.
- Be consistent ensure that the handover takes place from the same classroom / door.
- Ensure that pupils are regularly reminded of the importance of not leaving the premises unsupervised, including who they can turn to if they are anxious or worried (especially in the first week of a new intake / term).
- All staff should be informed if there has been a change in “who is picking up a child”. Ensure that the “who collects who” lists are easily accessible to staff who need to know.
- Ensure that all staff are fully aware of the school’s “Uncollected Children” Procedures (e.g., there is enough staff around for one member of staff to be able to take appropriate action).
- Check all doors are closing properly on a regular basis.
- Inform the Caretaker / Buildings Supervisor immediately of any faulty door closers, gates etc.
- Always ensure there are at least 2 people available to carry out the handover. Where possible, the handover should be done in a separate area, so that parents do not distract members of staff.
- Inform parents in writing not to distract staff, explain that they will need to either wait till the handover is complete or make an appointment to see members of staff.

- Staff to be extra vigilant at the beginning of each new term (September intake).
- Ensure that there are no gaps under fences / gates so a child cannot get underneath.

If you want to discuss any concerns you may have regarding the layout, handover procedures within your setting, please do not hesitate to contact the Health and Safety Team via the generic email address healthandsafety@sheffield.gov.uk

Checklist – Please tick the boxes - **It is important that the booklet is completed by staff who work in EYFS. Attached is the Statutory Framework for the Early Years Foundation Stage**



Health and Safety
EYFS Statutory Requir

Have all relevant staff (including supply staff, lunchtime supervisors etc) read and understood the booklet and signed to say they have read it?

Have relevant staff had input into completing the booklet?

Have all staff had sight of the completed booklet?

Have the findings of the booklet been shared with the Headteacher / Senior Manager?

All new staff have been made aware of this booklet.

The booklet is regularly reviewed. Especially when there has been a new intake of children

Has the booklet been shared with the Governors?

Have all relevant staff read the [Good Practice Guides](#) at the end of the booklet?

Have all staff seen the [Safety Alert](#)?

Introduction

Safety and Security of Children in the Foundation Stage

This document has been produced in conjunction with Early Years and references [The Statutory framework for the Early Years Foundation Stage Safeguarding & Welfare Requirements April 2021](#).



EYFS_framework_-_
March_2021.pdf

The risk assessment process

Settings must have a clear and well-understood policy, and procedures, for assessing any risks to children's safety, and review risk assessments regularly.

Risk Assessment is a legal requirement under the Management of Health and Safety at Work Regulations 1999. The duty to ensure that risk assessments are carried out rests with the Headteacher / Senior Manager.

This booklet covers issues relating to the safety and security of children within the Early Years Foundation Stage. It is critical that, once in the care of the school / setting, there is no opportunity for a child to leave the premises unsupervised.

The structured deployment of staff and the implementation of positive working practices throughout the duration of the day are crucial to ensure that the safety and security of children is not compromised.

These model templates should be followed in a methodical manner, as each section is designed to control the risks associated with a particular area of concern. Your findings should be assessed and documented and should identify if the risk is High, Medium, or Low for each risk assessment.

As the model risk assessment templates are general it is important for Headteachers to personalise them to their setting and identify any activities which are not included in this booklet and assess the risks. **A blank risk assessment is available at the end of the document** The findings of the risk assessments **must** be shared with relevant members of staff including teachers, caretakers, support staff, supply staff, volunteers, governors etc

At the end of the booklet, you will find examples of "[Good Practice](#)" that may be referred to for further information.

Once you have done all the above – how do you know that everything is happening as it should be in your setting?

We recommend you monitor all areas of the Curriculum to ensure that safe working practices are being adhered to. For example, by:

- Carrying out regular inspections & document findings
- Making sure that staff are clear about their roles and responsibilities
- Incorporating Health & Safety issues as part of learning walks
- Making sure that Governors are active / challenge decisions
- Holding regular minuted health & safety meetings / briefings

Health & Safety is everyone's responsibility!

Risk Assessment Process

Five Steps to Risk Assessment

1. **Identify the hazards** (talk to staff, consider previous accidents, observe work processes)
2. **Decide who can be harmed and how** (consider staff, pupils' vulnerable people, providers of extended services, visitors etc)
3. **Evaluate the risks and apply the required preventative and protective measures.** (Are these effective? Decide whether you need to do more to keep people safe)
4. **Record the findings** (and communicate to staff)
5. **Review** (periodically, after an accident / incident, introduction of new work processes etc)

Risk Control Measures

Where possible the following hierarchy of risk control measures should be applied:

- Eliminate or avoid the risk at its source
- Reduce the risk at its source
- Contain the risk
- Remove employees/pupils (as applicable)
- Reduce exposure to the risk
- Utilise personnel protective equipment

Guidance

Guidance regarding standards, current good working practice, and protective measures can be obtained from many different sources and include:

- www.hse.gov.uk
- [Health, Safety and Risk Information](#)
- <http://sheffield.technologyforge.com/tfweb/>
- [Association for Physical Education](#)

Key Points to Consider in line with [Health & Safety Guidance Document 65](#) (HSE Guidance)

Plan

- Have you thought what you want to achieve, how to do this and who will be responsible for what?
- Does everyone understand their roles and responsibilities towards health and safety?
- Do you have access to competent advice?
- Do you understand the risks in your workplace?

Do

- Have you assessed the risks?
- Have you put suitable control measures in place?
- Are there arrangements for consulting with employees and their representatives?
- Are staff suitably trained?

Check

- Are you checking how well risks are being controlled in practice?
- Do you monitor health and safety performance, actively (e.g., spot checks) and reactively (e.g., accident and near-miss investigations)?

Act

- Have you reviewed your health and safety performance?
- Have you acted on lessons learned from incidents, inspections, and other monitoring?
- Have you revisited your policies and plan to see if they need updating?



Safeguarding / Child Protection - Who might be harmed?

Employees

Others in the area e.g young people, parents, visitors, members of the public, contractors

Hazards	Existing Control Measures are in Place	LEVEL OF RISK			ADDITIONAL CONTROL MEASURE(S) REQUIRED
		HIGH	MED	LOW	
<ul style="list-style-type: none"> • Young children being vulnerable • Signs of abuse / neglect 	<p>For further detail in reference to the Statutory Framework for the Early Years Foundation Stage, please see the attached document.</p> <ul style="list-style-type: none"> ✓ There is a Safeguarding Policy in place to safeguard all children ✓ All staff have been trained to understand the Safeguarding Policy and the procedures in place and this is regularly refreshed ✓ All staff are trained to identify signs of possible abuse / neglect ✓ All staff have up to date knowledge of safeguarding issues ✓ The Safeguarding Policy includes an explanation of the action to be taken when there are safeguarding concerns about: - <ul style="list-style-type: none"> ○ A child ○ Allegations against a member of staff ○ Use of mobile phones & cameras in the setting ✓ There is a designated Safeguarding Officer within the setting ✓ The Safeguarding Officer is responsible for liaison with statutory Children's Services Agencies and the local Safeguarding Board ✓ The Safeguarding Officer provides support, advice, and guidance to staff on an ongoing basis and on any specific safeguarding issue ✓ The Safeguarding Officer has attended the relevant Safeguarding Protection Training course that enables them to identify, understand and respond appropriately to signs of possible abuse & neglect ✓ Safeguarding training is regularly refreshed ✓ The Safeguarding Officer refers to government guidance "Working together to Safeguard Children 2018" and to the 'Prevent duty guidance for England and Wales'. "Keeping Children Safe in Education" ✓ Ofsted are informed (within 14 days) of any allegations of serious harm / abuse by any person living, working, or looking after children 			✓	<p>Safeguarding whole school policy</p> <p>Under 5s safeguarding policy and procedures followed by all staff</p> <p>Safeguarding Tricia Redfern designated safeguarding lead</p> <p>Staff I pads have passwords. Staff phones are high up, in a bag and in a locked cupboard. Parents that come into school for stay and play, stay and learn, parent meetings and parent workshops are asked not to use their phones.</p>

Staff Qualifications, Training & Roles and Responsibilities - Who might be harmed?

Employees

Others in the area e.g young people, parents, visitors, members of the public, contractors

Hazards	Existing Control Measures are in Place	LEVEL OF RISK			ADDITIONAL CONTROL MEASURE(S) REQUIRED
		HIGH	MED	LOW	
<p>Child leaving the premises unsupervised</p> <p>All members of staff, students and volunteers must be clear about their roles and responsibilities, particularly at the critical times at the beginning and end of the session/school day</p> <p>A formal emergency procedure for the recovery of a missing child needs to be compiled, implemented as school policy, and communicated to members of staff</p>	<p>For further detail in reference to the Statutory Framework for the Early Years Foundation Stage, please see the attached document.</p> <ul style="list-style-type: none"> ✓ The Manager of the setting holds a full and relevant level 3 qualification and has 2 years' experience of working in early years ✓ There is a named Deputy who is capable and qualified to take charge in the Managers absence ✓ At least half of all other staff hold a full and relevant level 2 qualification ✓ All members of staff, students and volunteers have a clear understanding of their own roles and responsibilities, this is particularly important when staff leave the setting for any reason (i.e., PPA time, meetings etc) ✓ All staff (including lunchtime supervisors) have received induction training to help them understand their roles and responsibilities ✓ All staff (including lunchtime supervisors) have received induction training on emergency evacuation procedures, safeguarding, child protection, health & safety issues etc ✓ Clarity about who will be "meeting and greeting". This role should always be carried out by a permanent member of staff and never by a supply member of staff, student, or volunteer ✓ Ensuring that doors and gates are secure as soon as possible after parents have left the site. The Buildings Supervisor/Caretaker may have a role to play in these tasks which should take priority over other duties at this time ✓ A formal written emergency procedure is in place that all staff are familiar with, for the recovery of a missing child / and or if a child is taken from the premises by an unauthorised adult ✓ A formal procedure for staff to report and share any concerns <p>All incidents of children leaving the premises unnoticed or unsupervised should be notified to the Health, Safety & Wellbeing Team and Ofsted immediately</p>			✓	<p>EYFS lead level 6 in early years and QTS 3-7 years</p> <p>All staff are level 2 or above</p> <p>PPA is covered by trained EYFS teachers.</p> <p>EYFS lead opens and closes school gates. After stay and play, Paula Wood, Jackie Hardy or Sarah Wilson escort Parents out of nursery. After stay and learn sessions in F2, level 3 practitioners escort parents out of the school building and ensure that all doors are closed.</p>

Large Numbers of People – Start and End of Session - Who might be harmed?

Employees

Others in the area e.g young people, parents, visitors, members of the public, contractors

Hazards	Existing Control Measures are in Place	LEVEL OF RISK			ADDITIONAL CONTROL MEASURE(S) REQUIRED
		HIGH	MED	LOW	
<p>Child tailgating a parent / leaving the premises unsupervised</p> <p>The beginning of the day must be well organised and members of staff, parents, and children each have a role to play. Each must be clear about their roles and responsibilities.</p> <p>A member of staff needs to be strategically placed at the entrance doorway at the start of session.</p> <p>The above person's role is a key part of the welcome procedure; the aim of which is to ensure that a</p>	<p>For further detail in reference to the Statutory Framework for the Early Years Foundation Stage, please see the attached document.</p> <p><input type="checkbox"/> Clear written and verbal Information is given to parents about our procedures especially for the start and end of session</p> <p><input type="checkbox"/> There is a clear protocol for dealing with parents that may want to speak to a member of staff</p> <p><input type="checkbox"/> An area has been provided for staff to talk to parents confidentially and this does not compromise supervision levels</p> <p><input type="checkbox"/> A procedure is in place for dealing with young children that may be upset or distressed</p> <p><input type="checkbox"/> A formal welcome procedure for receiving parents and children at the beginning of each session</p> <p><input type="checkbox"/> There is a structured deployment of staff to ensure the safety of children, particularly at the beginning and end of the session</p> <p><input type="checkbox"/> An assigned member of staff takes responsibility for opening, supervising, and securing of the door after parents have left</p> <p style="padding-left: 20px;"><input type="checkbox"/> This includes formal exit procedures for parents/ volunteers, when helping in school / collecting children for medical & dental appointments and when there are special events in school (e.g., school concerts and visiting performers)</p> <p><input type="checkbox"/> A dedicated member of staff ensures there is a daily record of the names of children on site and their actual hours of attendance</p> <p><input type="checkbox"/> Staff ensure other doors from the unit are secure and that parents are not using them as a short cut</p> <p><input type="checkbox"/> A self-registration procedure is in place. This allows staff to see immediately which children have arrived, gives the children a task to do, and effectively removes them from the entrance door area</p> <p><input type="checkbox"/> A formal register is taken at the earliest opportunity</p> <p><input type="checkbox"/> A formal procedure is in place for receiving late arrivals</p> <p><input type="checkbox"/> A formal procedure is in place for handing children back to parents and carers at the end of each session or before the end of the session</p> <p><input type="checkbox"/> There are clear written instructions from parents regarding authorisation for other adults to collect their child (NB parents will need reminders at regular intervals to update information periodically)</p>				<p>Written and verbal explanations are giving to parent/carers throughout the year:</p> <ul style="list-style-type: none"> • home visit • New parent meeting • Parent workshops • Stay and play • Stay and learn • Parent evenings/feedback meetings <p>Confidential conversations are taken place away from children and other parents/carers</p> <p>Class mascot, whole school behaviour policy, zones of regulation and a trauma informed approach are used to manage children's feelings and behaviour.</p> <p>Stay and play sessions are well managed with staff ensuring that all parents leave together and then lock the gate and door.</p> <p>The register on SIMS and the evacuation registers are taken before 9am. Late children are</p>

<p>young child cannot leave the premises unnoticed.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An agreed procedure is in place for checking the identify of visitors <input type="checkbox"/> Formal handover procedures are in place from Breakfast Club to After School Club, to parents / carers; to escorts on home to school transport etc <input type="checkbox"/> Adequate supervision is provided to ensure the safety of children attending the Breakfast and After School Clubs <input type="checkbox"/> Staff only release children into the care of the individuals who have been notified by parents <p>Members of staff must remain vigilant and not be distracted whilst greeting parents and children at the beginning of the day.</p>				<p>brought into class and taken to the class teacher. Breakfast and after school clubs have at least one member of the EYFS team.</p> <p>All staff in school use the contact list to handover children.</p>
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Managing Children throughout the Day / Session - Who might be harmed?

Employees

Others in the area e.g young people, parents, visitors, members of the public, contractors

Hazards	Existing Control Measures are in Place	LEVEL OF RISK			ADDITIONAL CONTROL MEASURE(S) REQUIRED
		HIGH	MED	LOW	
<p>Child managing to leave during outdoor provision etc</p> <p>It is important that physical measures, supervision levels are in place internally & externally</p> <p>Consideration should also be given to new starters and children with special needs, as additional control measures may be needed</p>	<p><input type="checkbox"/> Consideration has been given to new starters, children with SEN / Disabilities and those where English is not their first language as additional control measures may be needed</p> <p><input type="checkbox"/> Continuous provision is structured to take account of the play, care and learning needs of all children</p> <p><input type="checkbox"/> Gates are regularly checked to ensure that they remain secure</p> <p><input type="checkbox"/> The whereabouts of children is monitored throughout the session i.e., by regular headcounts</p> <p><input type="checkbox"/> Security around entrance/exits points is paramount and these are adequately supervised</p> <p><input type="checkbox"/> Staff are aware of obstructions/" blind spots" in the indoor / outdoor play area. Where this is an issue, steps are taken to</p> <ul style="list-style-type: none"> <input type="checkbox"/> relocate the obstruction <input type="checkbox"/> cordon off the area <input type="checkbox"/> ensure that staff are strategically placed <p><input type="checkbox"/> Where necessary, at crucial times of the session, areas are restricted to help with the safe supervision of children particularly where numbers of staff may have been reduced</p> <p><input type="checkbox"/> Play equipment / external seating is not sited adjacent to the perimeter fence</p> <p><input type="checkbox"/> Supervision levels both inside and outside are continually assessed by members of staff</p> <p><input type="checkbox"/> Procedures are in place for summoning assistance from other staff members i.e., in the case of an accident / incident</p> <p><input type="checkbox"/> The risk of violence and aggression from young people has been considered</p> <p><input type="checkbox"/> Individual risk assessments are in place for young people who are violent and aggressive</p> <p><input type="checkbox"/> Staff are trained to de-escalate violent situations</p>			✓	<p>Staff are timetables outdoors to ensure that there are enough members of staff outside.</p> <p>All staff are responsible for checking that all the gates are locked.</p> <p>Seating and climbing equipment are away from the fence to avoid children climbing over.</p> <p>All staff check and set up both inside and outside as a team.</p> <p>Handling plans are in place for children that need one.</p>

	<input type="checkbox"/> Staff are trained and regularly refreshed in Team Teach <input type="checkbox"/> All incidents of violence are recorded (including verbal, physical & intimidation)				
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Staff: Child Ratios & Behaviour Management - Who might be harmed?

Employees

Others in the area e.g young people, parents, visitors, members of the public, contractors

Hazards	Existing Control Measures are in Place	LEVEL OF RISK			ADDITIONAL CONTROL MEASURE(S) REQUIRED
		HIGH	MED	LOW	
<ul style="list-style-type: none"> • Horseplay • Inappropriate behavior • Off-site activities • Physical Injury • Children leaving the premises 	<p><input type="checkbox"/> Staffing arrangements meet the needs of all children and ensure their safety Consideration is given to the following: -</p> <ul style="list-style-type: none"> ○ General movement around the setting ○ Beginning and end of the day (including handover arrangements) ○ Free flow play ○ Break times (including “wet” days) ○ Lunch time periods ○ In the dining room ○ Breakfast and After school clubs / extra-curricular activities and holiday provision ○ Educational visits ○ Practical lessons such as Food Technology, PE etc ○ Special / One off Events (e.g., school concerts, visiting performers etc) <p>This list is not exhaustive – there may be others...</p> <p>Staff: Child Ratios</p> <ul style="list-style-type: none"> <input type="checkbox"/> For children aged 3 and over there is at least 1 member of staff who holds the level 3 qualification to every 13 children <input type="checkbox"/> For children aged 5 or over there is 1 member of staff for 30 children <input type="checkbox"/> Children are always within sight and hearing of staff <input type="checkbox"/> At all times children are supervised in accordance with the statutory guidance <input type="checkbox"/> Can child/staff ratios be maintained at “handover”? <p>Behaviour</p> <ul style="list-style-type: none"> <input type="checkbox"/> A behavior management policy is in place and is implemented <input type="checkbox"/> Records are kept where physical intervention has been used towards a child <p>EYFS Statutory Guidance 2021 point 3.30 – “Only those aged 17 or over may be included in ratios if they are suitable, as in paragraphs 3.9-3.11 (and staff under 17 should be supervised at all times). Suitable students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios if the provider is satisfied that they are competent and responsible.</p>			✓	<p>Lunch times are covered by EYFS staff.</p> <p>Whole school behaviour policy is followed by all staff.</p> <p>All staff have the responsibility of recording incidents on CPOMS and passing on incidents to the relevant people.</p>

Interaction with Children - Who might be harmed?

Employees

Others in the area e.g young people, parents, visitors, members of the public, contractors

Hazards	Existing Control Measures are in Place	LEVEL OF RISK			ADDITIONAL CONTROL MEASURE(S) REQUIRED
		HIGH	MED	LOW	
<ul style="list-style-type: none"> • Slips, trips, and falls • Burns / scalding • Cuts / lacerations <p>Dried kidney beans should not be used in Early Years settings, due to their toxic nature</p> <p>Polystyrene products are not to be used in Early Years settings</p>	<ul style="list-style-type: none"> ✓ All fire exit routes are clear, and a good standard of housekeeping is always maintained ✓ All furniture, equipment and toys purchased from suppliers are to a British standard and display the kite mark and are fit for purpose ✓ All toys and equipment are clean and comply with the relevant hygiene standards ✓ All play equipment is stored safely ✓ There is a procedure in place for reporting faulty equipment ✓ Hot drinks are stored out of children's reach ✓ Cups with lids are used when children are in the vicinity ✓ All craft equipment / scissors are designed for children's use and are stored safely ✓ All paints and glues that are used are water based ✓ Creative play items e.g., Alistair Bryce-Clegg style products are risk assessed separately and adequate supervision is in place ✓ The soil used in mud kitchen's is purchased from a reputable supplier (this ensures that the soil is sterile and not contaminated by animal faeces) ✓ When the mud kitchen is not is use, the area is covered to prevent contamination 			✓	

Information & Records - Who might be harmed?

Employees

Others in the area e.g young people, parents, visitors, members of the public, contractors

Hazards	Existing Control Measures are in Place	LEVEL OF RISK			ADDITIONAL CONTROL MEASURE(S) REQUIRED
		HIGH	MED	LOW	
<ul style="list-style-type: none"> • Breach of confidential information 	<ul style="list-style-type: none"> ✓ Records are maintained and shared with parents / carers and other professional agencies ✓ There is 2-way flow of information with parents / carers ✓ Confidential information and records are held securely and only accessible and available for those who have a right / professional need to see them ✓ All staff understand the need to protect the privacy of children in their care and all information is confidential ✓ Where required parents are given access to records about their child ✓ Records relating to individual children is retained for a reasonable amount of time after they have left the provision ✓ Settings have a record of the following information for each child in their care <ul style="list-style-type: none"> ○ Full name ○ Date of birth ○ Name and address of all parents / carers of the child ○ Emergency contact details for parents / carers 			✓	

General Security - Who might be harmed?

Employees

Others in the area e.g young people, parents, visitors, members of the public, contractors

Hazards	Existing Control Measures are in Place	LEVEL OF RISK			ADDITIONAL CONTROL MEASURE(S) REQUIRED
		HIGH	MED	LOW	
<p>Young children being able to leave the site</p> <p>All external gates should be secured once parents have left the premises, although it is recognised that there will be an access point for visitors.</p> <p>Physical security measures must also be a key consideration when planning any refurbishment or remodeling work.</p> <p>Arrangements should be reviewed when Contractors are working on site; they will need to be inducted on site procedures</p>	<p>Physical Security Measures</p> <ul style="list-style-type: none"> ✓ Doors are regularly checked and are maintained in a good working condition ✓ Door closers are fully operational and bring each door and gates back to a fully closed position ✓ Doors are not propped open when rooms / areas are left unattended ✓ High and low handles are installed to prevent younger pupils from leaving the premises unsupervised ✓ There is a formal procedure in place for reporting defective equipment ✓ Vision panels (where provided) are not obscured ✓ All external doors prevent unwanted visitors from entering the building whilst allowing people to escape quickly in the event of an emergency ✓ Gates with self-closing devices are checked and maintained regularly to ensure that the gate closes in a safe manner ✓ The Buildings Supervisor/Caretaker also has a role to play in ensuring that external doors and gates are secure as soon as possible after parents have left the site. This should take priority over other duties at this time ✓ Gates are secured with combination padlocks during the school day; all members of staff are aware of the code in case of an emergency evacuation ✓ Perimeter walls and fencing are of an appropriate height and construction (recommended minimum 5 feet = 1.52 metres) <p>Visitor Management</p> <ul style="list-style-type: none"> ✓ All visitors are directed to the main entrance ✓ There is an agreed procedure for checking the identity of visitors ✓ There is a system in place for all visitors to "sign in" ✓ Visitors are always issued with an identity badge and asked to wear this whilst on the premises ✓ There is a known and understood process in place to deal with unauthorised visitors to site ✓ Pupils are informed not to let visitors / strangers into the building 			✓	

Entrances & External Doors - Who might be harmed?

Employees

Others in the area e.g young people, parents, visitors, members of the public, contractors

Hazards	Existing Control Measures are in Place	LEVEL OF RISK			ADDITIONAL CONTROL MEASURE(S) REQUIRED
		HIGH	MED	LOW	
<p>Young Children being able to leave the premises</p> <p>The physical security of the building is a key issue and measures need to be in place to prevent very young children leaving the building unaccompanied.</p> <p>It is crucial that door closers are fully operational, checked regularly and adjusted accordingly.</p>	<ul style="list-style-type: none"> ✓ Children enter the setting at a dedicated entrance door; This is continuously supervised at the start and end of sessions ✓ Doors are supervised when parents are leaving after any specific parent activities (e.g., show and tell, Christmas nativity, activities outside of the normal nursery curriculum) ✓ Members of staff are aware they should not allow themselves to be distracted by parents at key times – beginning and end of the session ✓ All doors, including fire doors, are regularly checked, and are maintained in a good working condition ✓ Door closers are fully operational and bring each door back to a fully closed position after it has been opened ✓ Both high and low handles are installed to prevent younger children from leaving the premises unsupervised ✓ All external doors prevent unwanted visitors from entering the setting independently whilst allowing people to escape quickly in the event of an emergency ✓ There is a formal procedure in place for reporting defective equipment / fittings ✓ Doors are not wedged open especially fire doors ✓ A balance between independent access (especially for older children) and children's safety has been considered ✓ Finger guards are installed on all doors (including toilet doors, where necessary) 			✓	Those children who require additional support to be kept safe in the setting have additional support.

Internal Doors - Who might be harmed?

Employees

Others in the area e.g young people, parents, visitors, members of the public, contractors

Hazards	Existing Control Measures are in Place	LEVEL OF RISK			ADDITIONAL CONTROL MEASURE(S) REQUIRED
		HIGH	MED	LOW	
<p>Young children leaving via internal doors</p> <p>In most instances the Foundation unit is a part of the wider school building. You should consider the possibility that a young child may leave the building via an alternative route, therefore internal doors should also be considered as part of your overall security arrangements.</p>	<ul style="list-style-type: none"> ✓ Internal doors are fit for purpose and prevent children from leaving the unit and accessing other parts of the building unsupervised ✓ Doors are regularly checked and maintained in a good working condition ✓ Door closers are fully operational and bring each door back to the fully closed position after it has been opened ✓ High and low handles are installed to prevent younger children from leaving the premises unsupervised ✓ Vision panels (where provided) are not obscured ✓ There is a formal procedure in place for reporting defective equipment / fittings ✓ There are managed procedures in place for children to access toilet facilities that are outside of the unit ✓ Finger guards are installed on doors (including toilet doors, where necessary) ✓ Fire Doors are not propped open <p>It is crucial that door closers and door selectors (where applicable) are fully operational, checked on a regular basis and adjusted accordingly.</p> <p>The use of both high and low handles is also recommended</p>			✓	

Internal Room Layout - Who might be harmed?

Employees

Others in the area e.g young people, parents, visitors, members of the public, contractors

Hazards	Existing Control Measures are in Place	LEVEL OF RISK			ADDITIONAL CONTROL MEASURE(S) REQUIRED
		HIGH	MED	LOW	
<p>Young children being able to leave the premises</p> <p>Members of staff need to be extra vigilant when supervising the entrance doors, especially where cloakrooms and toilets are located nearby.</p> <p>Parents should be encouraged not to bring prams and buggies into the building. This not only causes congestion and blocks escape routes, but also makes the entrance area difficult to supervise.</p>	<ul style="list-style-type: none"> ✓ The size and layout of the room are considered especially if there are low numbers of staff and / or children are present ✓ Areas that are difficult to supervise are restricted or cordoned off as a temporary measure ✓ There is adequate staffing in areas where it is not easy to observe children's play or location i.e., tall room dividers ✓ Cloakrooms/coat pegs are located away from external doors (to avoid congestion) ✓ Self-registration is in an area away from the entrance doors to avoid congestion in the area ✓ Parents are encouraged and reminded not to bring prams and buggies into the building ✓ Consideration has been given to ensuring there is a designated area for prams and buggies to be stored safely ✓ Low level windows have restrictors fitted ✓ Consideration is given to the positioning of indoor play equipment / activities so as not to provide a barrier to entering / leaving the premises quickly and to avoid congestion 			✓	

Safety & Suitability of Premises, Environment & Equipment – Who might be harmed?

Employees

Others in the area e.g young people, parents, visitors, members of the public, contractors

Hazards	Existing Control Measures are in Place	LEVEL OF RISK			ADDITIONAL CONTROL MEASURE(S) REQUIRED
		HIGH	MED	LOW	
<ul style="list-style-type: none"> • Working Environment • Space • Slips, trips, and falls • Burns / scalding • Cuts / lacerations • Food poisoning • Allergic reactions <p>Some craft equipment is not designed for children's use, but it is still appropriate for them to access (e.g., wood working tools, nails etc). This type of equipment needs to be risk-assessed separately and appropriately supervised</p>	<p>For further detail in reference to the Statutory Framework for the Early Years Foundation Stage, please see the attached document.</p> <ul style="list-style-type: none"> ✓ A regular inspection is carried out on the premises to ensure children are not exposed to risks ✓ The heating system provides and maintains a comfortable working temperature ✓ Natural ventilation can be provided by opening windows ✓ Lighting levels are appropriate for the tasks being carried out. ✓ Space requirements meet minimum standards established in EYFS ✓ There must be access to an outdoor play area (unless circumstances make this inappropriate e.g., weather conditions) ✓ Where children are sleeping on the premises, there must be arrangements in place for them to be checked frequently <p>Food & drink</p> <ul style="list-style-type: none"> ✓ There is adequate drinking water, washing and eating facilities ✓ There are adequate food preparation areas ✓ Staff are aware of any special dietary requirements / allergies ✓ All staff involved in preparing and handling food have received training in food hygiene ✓ Ofsted are notified (within 14 days) if 2 or more children have food poisoning ✓ The number of toilets and wash hand basins are adequate ✓ Changing facilities for children in nappies are adequate ✓ A procedure is in place for the disposing of soiled nappies (E.g., they are double bagged and disposed in the normal waste collection) ✓ There are supplies of clean bedding, towels, spare clothes ✓ There is a space for parents to speak to staff confidentially ✓ There are access arrangements for parents, children, and staff with disabilities 			✓	<p>Children with allergies are listed and displayed where adults can see. Care plans are accessible for practitioners.</p> <p>Changing facilities for children in nappies are adequate.</p> <p>Nappies are taken to the waste bin located outside the building.</p> <p>Spare clothes are stored in all FS classes.</p>

Fire - Who might be harmed?

Employees

Others in the area e.g young people, parents, visitors, members of the public, contractors

Hazards	Existing Control Measures are in Place	LEVEL OF RISK			ADDITIONAL CONTROL MEASURE(S) REQUIRED
		HIGH	MED	LOW	
<ul style="list-style-type: none"> • Burns • Crushing • Inhalation of smoke / toxic fumes • Explosion • DSEAR (Dangerous Substances & Explosives Atmospheres Regs 202) - if medical oxygen is stored on site 	<ul style="list-style-type: none"> ✓ A fire risk assessment has been carried out on the premises By Whom? Date carried out: Liz Smith ✓ There is a programme of work in place to address outstanding issues from the Fire Risk Assessment ✓ An up-to-date fire precautions logbook is available on the premises ✓ Fire Awareness training has been provided for all staff https://vimeo.com/545935749 ✓ Arrangements are in place for an appropriate person to co-ordinate fire safety precautions Name of person: Liz Smith ✓ There are nominated fire safety staff (fire wardens / marshals) located on the premises Names of People: Liz Smith, SLT ✓ The nominated staff have received training Date of Training: ✓ There are adequate fire detection and controls (extinguishers and blankets), signage, fire alarm, emergency light, training / drills, fire doors etc ✓ All fire extinguishers are marked with a valid test date ✓ Clear and adequate means of escape have been identified and maintained ✓ All shutters are open when the building is occupied ✓ The fire evacuation procedures are known, understood, and practised. The information is displayed in all classrooms, offices etc and regularly updated ✓ Fire drills are carried out at least once a term and recorded in the fire precautions logbook ✓ All fire alarm call points, fire exits, and assembly points are clearly identifiable ✓ The fire alarm is tested weekly and recorded in the fire precautions logbook By Whom: ✓ Fire doors are free from obstruction and can be easily opened in the direction of travel – these are checked monthly and recorded in the fire precautions logbook ✓ Fire doors are not held open (unless they are connected to the fire alarm and will close on activation) ✓ The fire alarm can be heard in all parts of the building ✓ Smoking is not allowed on the premises 			✓	

Vehicles and Vehicle Movement - Who might be harmed?

- Employees
- Others in the area e.g young people, parents, visitors, members of the public, contractors

Hazards	Existing Control Measures are in Place	LEVEL OF RISK			ADDITIONAL CONTROL MEASURE(S) REQUIRED
		HIGH	MED	LOW	
<ul style="list-style-type: none"> • Physical Injury to pedestrians and cyclists • Collision with vehicles <p>Moving vehicles on site can present a serious risk to pedestrians and the two, where possible, should be segregated or managed by appropriate control measures.</p>	<p>Vehicle Movement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vehicle and pedestrian routes are clearly defined and separated by physical barriers <input type="checkbox"/> Car parking spaces are marked appropriately <input type="checkbox"/> Where necessary “one way” measures are in place <input type="checkbox"/> Crossing points are designated and clearly signed <input type="checkbox"/> Blind spots are identified, and mirrors / other aids are provided to assist vision <input type="checkbox"/> Procedures are in place to manage vehicles carrying out reversing manoeuvres e.g., banks person to assist the driver <input type="checkbox"/> Vehicle movement is restricted at key times i.e., beginning and end of the school day etc <input type="checkbox"/> Speed restriction signs are in place and enforced <input type="checkbox"/> The school’s policy on parental use of the school carpark is communicated to parents <input type="checkbox"/> Routes are maintained for emergency vehicular access <input type="checkbox"/> External lighting is provided as necessary <p>Employees Private Vehicles used for Work Purposes</p> <ul style="list-style-type: none"> <input type="checkbox"/> All drivers hold a current driving licence <input type="checkbox"/> All vehicles used are roadworthy (e.g., has a current MOT certificate and is regularly checked by the driver) and insured for business use <input type="checkbox"/> The driver does not use a mobile phone or hands-free kit when driving including in car Bluetooth <input type="checkbox"/> The driver is aware that they should not drive at work if they are under the influence of drink or drugs <input type="checkbox"/> The driver is aware that they should not smoke in their car whilst carrying passengers <input type="checkbox"/> The driver knows to inform their line manager if they are suffering from any illness or health condition which may impair their ability to drive or if they are required to take medicine that might affect their judgement 			✓	Parents are not allowed to park in the school car park. The car park gates must be closed at drop off and collection times

Accidents and First Aid - Who might be harmed?

Employees

Others in the area e.g young people, parents, visitors, members of the public, contractors


Hazards	Existing Control Measures are in Place	LEVEL OF RISK			ADDITIONAL CONTROL MEASURE(S) REQUIRED
		HIGH	MED	LOW	
Physical Injury	<ul style="list-style-type: none"> ✓ Staff are aware that it is their responsibility to report and record accidents (to themselves and the children) Online Accident form ✓ Ensure all copies of accident report forms are sent to the health and safety team ✓ A written record of all accidents, incidents and first aid are kept on site ✓ Parents are informed of their child's accident or injury on the same day or as soon as possible afterwards ✓ Serious accidents / deaths are reported to Ofsted as soon as possible ✓ Serious injuries that are reportable under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) – the Health, Safety & Wellbeing Team have been informed for them to report on your behalf ✓ Serious injuries / deaths are reported to Ofsted (within 14 days) ✓ All significant accidents are investigated to identify immediate and underlying causes ✓ Where applicable, the findings of investigations are shared with staff and Governors, risk assessments reviewed, and any additional measures required are implemented <p>First Aid</p> <ul style="list-style-type: none"> ✓ There is an adequate number of first aiders on site throughout the day (including extended services activities) ✓ At least one Paediatric first aider (must meet the criteria set out in Annex A) is always on the premises when children are present and must accompany children on outings ✓ All paediatric first aiders attend refresher courses every 3 years ✓ All newly qualified staff who have completed a level 2 / 3 qualification after 30 June 2016 must hold a paediatric first aid qualification within 3 months of starting work ✓ Certificates of all Paediatric First Aiders are displayed in the setting ✓ All members of staff are aware of the first aid arrangements that are in place ✓ An appropriate number of first aid boxes are at strategic points throughout the setting ✓ An appointed person is responsible for checking the use-by dates and re-stocking first aid kits on a regular basis 			✓	

Drugs and Medication - Who might be harmed?

Employees


Others in the area e.g young people, parents, visitors, members of the public, contractors

Hazards	Existing Control Measures are in Place	LEVEL OF RISK			ADDITIONAL CONTROL MEASURE(S) REQUIRED
		HIGH	MED	LOW	
<p>Wrong dosage / medication administered</p> <p>It is the responsibility of the employee to notify the employer if they are taking medication which may affect their ability to care for children.</p> <p>Providers must ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly.</p>	<p>Pupils</p> <ul style="list-style-type: none"> ✓ An Administration of Medicines Policy is in place ✓ Medication is not administered unless it has been prescribed by a Doctor, Dentist, Nurse or Pharmacist Medicines containing aspirin should only be given if prescribed by a doctor ✓ Medication is not administered unless written parental consent has been given ✓ All medication is kept in a safe and secure place (out of the reach of children) ✓ All medication is clearly labelled with the child's name and correct dosage to be administered ✓ A formal written record is kept each time medication is administered ✓ Parents / carers are advised on the same day (or as soon as possible afterwards) if medication has been administered ✓ All out of date medication is disposed of following manufacturers guidance ✓ All staff (including supply staff) are aware of all children who have complex medical needs and individual care plans are in place ✓ Training must be provided for staff where the administration of medicine requires medical or technical knowledge. EYFS Statutory Framework 2021 3.46 ✓ Staff are informed not to re-sheath needles ✓ A sharps bin is available for disposal of used needles / syringes ✓ Children's medical needs are considered when attending extended school activities, educational visits etc ✓ An up-to-date emergency contact list for parents is available for staff <p>Staff</p> <ul style="list-style-type: none"> ✓ Staff medication needs have been discussed with the Manager and where necessary have sought medical advice to ensure they are medically fit to work with children <p>Staff medication (including over the counter medication e.g., paracetamol) is stored securely and out of the sight and reach of children</p> <p>Providers need to be aware of children's allergies / dietary requirements and any special health needs</p>			✓	<p>Becky oversees medical documents, policies and communicates with parents.</p> <p>First aid room has a sharps bin</p> <p>Emergency contact lists are regularly updated</p> <p>Staff care plans are in place</p>

	<p>EY staff are not obliged to administer medicines, this is purely a voluntary role. Please see further information in the document below</p> <p style="text-align: center;">  Admin of Medicines.doc </p>				
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Fixed Play Equipment - Who might be harmed?

- Employees
- Others in the area e.g young people, parents, visitors, members of the public, contractors

Hazards	Existing Control Measures are in Place	LEVEL OF RISK			ADDITIONAL CONTROL MEASURE(S) REQUIRED
		HIGH	MED	LOW	
<ul style="list-style-type: none"> • Slips, Trips and Falls from Height <p>Whilst there will always be an element of risk when children use any form of climbing equipment.</p> <p>It is the aim of the following preventative and protective control measures to reduce those risks to an acceptable level.</p> <p style="text-align: center;"></p> <p>For further advice on playground</p>	<ul style="list-style-type: none"> ✓ Permission to work has been submitted to T & FM prior to any new play equipment being installed ✓ All fixed play equipment and flooring e.g., climbing frames, slides etc complies with a relevant British Standard or European Standard EN1176 and EN1177 ✓ For equipment that doesn't meet EN1176 and EN1177 separate risk assessments and third-party certifications (signed off by competent person / organisation) e.g., bespoke play equipment, milk crates, tyres, scrap materials, etc must be in place ✓ Appropriate safety surfaces, which are in good condition, are in place to prevent injury from falls ✓ Use of play equipment is undertaken under close supervision of staff / lunchtime supervisors ✓ Procedures are in place to ensure that equipment is not used if wet or icy conditions make it unsafe to do so ✓ All play equipment and surfacing are visually checked and recorded daily and more formally checked monthly by a member of staff ✓ All play equipment and surfacing are formally checked twice a year by Parks & Woodlands / a competent contractor ✓ All play equipment and surfacing are inspected, and risk assessed annually by a 3rd party competent person ✓ Equipment is signed appropriately to prevent unsupervised use outside of session times ✓ Parents have been informed via a newsletter / text that play equipment should not be used outside of supervised session times <ul style="list-style-type: none"> <input type="checkbox"/> Sensible footwear is encouraged <input type="checkbox"/> Pupils are advised not to wear jewellery / watches and body piercings 			✓	<p>A risk assessment is carried out every morning by all EYFS staff. Staff check:</p> <p>Weather conditions Look for faeces Damaged equipment</p> <p>Parents are aware that children are not allowed to play before or after school. EY lead monitors this.</p> <p>Wellies are worn outside Uniform policy and welcome meeting includes the importance of not wearing jewellery</p>

inspections, please telephone 0114 2037754	<input type="checkbox"/> There is a known procedure in place for summoning assistance in an emergency				
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Mobile climbing frames - Who might be harmed?

- Employees
- Others in the area e.g young people, parents, visitors, members of the public, contractors

Hazards	Existing Control Measures are in Place	LEVEL OF RISK			ADDITIONAL CONTROL MEASURE(S) REQUIRED
		HIGH	MED	LOW	
Slips, Trips and Falls from height	<ul style="list-style-type: none"> ✓ Members of staff are aware of the correct layout and assembly of equipment ✓ Equipment that is provided is age appropriate ✓ The correct type of safety mats is placed under potential “fall” areas, with provision of adequate safety margins ✓ Systems of work include the close supervision and controlled numbers of children using equipment at any one time ✓ The arrangements that are in place have been formally communicated to relevant members of staff ✓ Equipment is disabled and signed appropriately to prevent unsupervised use outside of session times <p>Below is a copy of the Managing Risk in Play Provision</p>			✓	

	 managing-risk-play-p rovision-guide[1].pdf				
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Outings / Off-site Activities - Who might be harmed?

- Employees
- Others in the area e.g young people, parents, visitors, members of the public, contractors

Hazards	Existing Control Measures are in Place	LEVEL OF RISK			ADDITIONAL CONTROL MEASURE(S) REQUIRED
		HIGH	MED	LOW	
Off-site activities If other children in the setting are not attending an outing, you must ensure that there is always a paediatric first aider with them.	<ul style="list-style-type: none"> ✓ Written parental permission has been given for all Outings / Off-site activities ✓ A risk assessment has been carried out by the group leader identifying all hazards, supervision ratios etc for the Outing ✓ The risk assessment has been shared with relevant members of staff, volunteers etc ✓ Vehicles in which children are being transported, the drivers of the vehicles are adequately insured ✓ Appropriate restraints and booster seats are available ✓ All coaches are hired from a reputable company and hold the appropriate insurances ✓ A paediatric first aider is always with the children when they go off site for outings ✓ The group leader has access to a fully charged mobile phone ✓ Consideration has been given to the potential for a child to go “missing” on an outing, and there is a policy in place to cover this ✓ All staff are aware of the “missing child” policy 			✓	Checklist to follow for every trip and local walk.
For further information on child car / booster seats visit the ROSPA website					

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Woodwork in Early Years (produced by Pete Moorhouse) - Who might be harmed?


- Employees
- Others in the area e.g young people, parents, visitors, members of the public, contractors

Hazards	Existing Control Measures are in Place	LEVEL OF RISK			ADDITIONAL CONTROL MEASURE(S) REQUIRED
		HIGH	MED	LOW	
<ul style="list-style-type: none"> • Cuts, lacerations • Slips, trips & falls • Supervision levels too low 	<ul style="list-style-type: none"> <input type="checkbox"/> Initial ratios for safely introducing tools are 1:3 and sawing always 1:1 <input type="checkbox"/> Sawing – Ensure no children are watching from in front of the sawing area - practitioner to stand in this area to prevent children getting close to saw. Child sawing to hold the saw with two hands (Japanese saw) or hand not holding saw to be well away from saw and holding bench. After being used - saw to immediately be put out of reach. <input type="checkbox"/> Avoid nearby distractions <input type="checkbox"/> Avoid hardwoods and plywood. They are too difficult for young children and there is a possibility that nails could rebound. Plywood also splinters badly. <input type="checkbox"/> Avoid treated wood. <input type="checkbox"/> Caution with MDF. Do not cut MDF in school due to excessive levels of dust. <input type="checkbox"/> Remove protruding nails from work before being taken home. <input type="checkbox"/> Keep floor clear – most accidents in D&T are from slips, trips, and falls. <input type="checkbox"/> Safety glasses to be worn always if any danger at all of getting objects in the eye. Having children learn about safety culture and looking after themselves is an important lesson. Children are much more comfortable in safety glasses rather than chunky goggles. 			✓	

	<input type="checkbox"/> Be aware of children with additional needs – some children will need additional support perhaps having a 1:1 ratio always. <input type="checkbox"/> Check for splinters. Initially the wood can be sanded. Splinters can be a source of blood poisoning.				
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Working / Teaching in the Sun - Who might be harmed?

- Employees
- Others in the area e.g young people, parents, visitors, members of the public, contractors

Hazards	Existing Control Measures are in Place	LEVEL OF RISK			ADDITIONAL CONTROL MEASURE(S) REQUIRED
		HIGH	MED	LOW	
<ul style="list-style-type: none"> • Sunburn • Heat Stroke • Dehydration • Skin Cancer <p>Employees need to be made aware of risk of excessive exposure to sun via Health & Safety Executive’s leaflet “Keep your Top on”.</p>  <p>keep your top on.pdf</p>	<p><u>Employees</u></p> <ul style="list-style-type: none"> ✓ Information regarding the risk associated with working in the sun are provided during induction training ✓ Regular breaks can be taken away from direct sunlight. ✓ Work is planned to avoid excessive exposure to the sun ✓ Employees are encouraged to keep skin covered during hot weather (Encourage appropriate clothing e.g., long sleeves and sunhats, high factor sun creams). ✓ Shaded areas are provided ✓ The employee has access to cool drinks <p>Further information is available on the Health and Safety Executives website on outdoor working</p> <p><u>Pupils</u></p> <p>Pupil’s exposure is controlled by:</p> <ul style="list-style-type: none"> ✓ Monitoring the outdoor conditions prior to and when activities are taking place ✓ Reducing outdoor activity time during hot weather ✓ Making best use of shaded areas (e.g., trees, canopies, gazebos etc) ✓ Wearing suitable hats (with neck guards where possible) and long-sleeved clothing etc ✓ Using high factor sunscreens as and where appropriate 			✓	<p>Lessons are delivered on keeping safe in the sun.</p> <p>Letters home</p>

	<p>✓ Having access to cool drinks</p> <p>Health and Safety legislation does not prevent school staff from applying or helping pupils apply sun cream.</p> <p>The Department for Education has made clear that schools are expected to take a sensible approach to this issue</p>				
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Loose parts and risky play- Who might be harmed?

- Employees
- Others in the area e.g young people, parents, visitors, members of the public, contractors

Hazards	Existing Control Measures are in Place	LEVEL OF RISK			ADDITIONAL CONTROL MEASURE(S) REQUIRED
		HIGH	MED	LOW	
<ul style="list-style-type: none"> • Chocking • Slips, trips, falls • Splinters • Children who throw things • Falling off structures • Being hit with objects in transition • Being hit with things by accident 	<ul style="list-style-type: none"> <input type="checkbox"/> Staffing ratios in place for F1 and F2 children. Ratios managed for indoors and outdoors free flow play- increase staffing when more children choose to play outside <input type="checkbox"/> All loose parts to be check for splinters, nails, broken pieces and sharp edges and removed <input type="checkbox"/> Outdoor learning spaces to be checked every morning for faeces and litter <input type="checkbox"/> Structures made from loose parts to be checked regularly to ensure they're safe <input type="checkbox"/> Indoor and outdoor flooring to be checked for spillages, snow, ice and excessive rain <input type="checkbox"/> During play, staff to 'think out loud' with the children if something seems unsafe <input type="checkbox"/> Additional supervision in place for children who throw and or have additional needs <input type="checkbox"/> First aid box and accident notes to be kept in the cupboard outside for all staff to access easily <input type="checkbox"/> All EYFS staff pediatric first aid trained <input type="checkbox"/> Small loose parts to be removed if there are children who put things into their mouths. If there is a child that puts things in their mouth, only use small parts under supervision. Clear away any small parts after an activity or provocation has finished. 			✓	<p>Parent workshops about risky play and loose parts</p> <p>Stay and learn with parents and children outdoors led by teachers</p> <p>Parents are aware that children are not allowed to play before or after school. EY lead monitors this.</p> <p>Wellies are worn outside Uniform policy and welcome meeting includes the importance of not wearing jewellery</p>

All staff to know which children throw things so that everyone is able to observe

The benefits of risky play

Risky play is vital for children’s learning and development. It allows children to be able to think about a situation for themselves and find out what is dangerous and what isn’t. It allows children to learn from their own mistakes, and from the mistakes of others. Children who are able to take risks develop their own sense of self, confidence, spatial awareness and set their own boundaries.

Here are a few more examples of the benefits of risky play:

- ⊗ Team work
- ⊗ Chance to succeed or fail
- ⊗ Recognize areas for improvements
- ⊗ Coping with stress
- ⊗ Form positive attitudes towards challenge and conflict
- ⊗ Social interaction and communication
- ⊗ Improve creativity
- ⊗ Fine and gross motor development
- ⊗ Resilience
- ⊗ Problem solving
- ⊗ Fun
- ⊗ Experiencing fear
- ⊗ Preparation for adulthood
- ⊗ Time away from devices

The benefits of loose parts play

- ⊗ Time away from devices
- ⊗ Social interaction and communication
- ⊗ No right or wrong answer, for example, a piece of wood and some tyres can be absolutely anything- there are no rules or expectations set for this type of play it can be anything
- ⊗ Fine and gross motor development
- ⊗ No micro-managing or rules/instructions to follow- completely free play
- ⊗ Create their own play
- ⊗ Language-rich play
- ⊗ Promotes independence
- ⊗ Problem solving
- ⊗ Develops concentration
- ⊗ Link to all seven areas of learning and development

Roles and Responsibilities in Early Years - Good Practice

The safety of children is always paramount. An awareness of children's constantly developing abilities helps to ensure appropriate safety measures are applied to avoid dangerous situations.

In order to meet this standard, there is a requirement and a shared responsibility that staff understand Health and Safety requirements for children during the period they are in staff's care. The responsibility for day-to-day management of health and safety lies with the Headteacher, owner or person in charge of a setting. Additionally, all employees have duties to themselves and others under health and safety legislation. This includes a duty of care towards the children in their care. Members of staff should also ensure they have a good understanding of safety procedures to create a safe and secure environment.

This would include:

Staff understanding the Health and Safety policy with regard to the sections that are appropriate for the Nursery or Reception class. Sharing the policy at the induction of all staff including supply staff / students / regular volunteers etc

- Health and safety information being made available to all staff, student teachers, supply staff and Governors. The Health and Safety team have produced health and safety information that should be used as a source of reference.
- Developing the competency of staff, not only through formal training but also through experience, knowledge, and skills. Staff also need to be made aware of current legislation and advice, which could be addressed through allocated staff meeting time, specific training, and discussion, reference to the Health and Safety Policy, Health and Safety documentation and the findings of recent risk assessments.

- N.Q.T's receiving health and safety induction, support, and guidance through their school mentor
- Ensuring good communication systems are in place to ensure that all staff actively promote and achieve a safe and healthy environment

Parental Awareness

Pre-admission discussions with parents should include information on any child who may need additional supervision due to their individual needs. The information should be shared with all staff concerned.

Parents need to have an awareness of Health and Safety matters, and this could be achieved through, initial Home Visits, School Welcome Visits, newsletters, signage, notices, and leaflets.

Children also should be aware of safety

This could be achieved through well-established routines that are understood and implemented by all, discussions and planned activities around safety, simple rules that are set, understood, and implemented by children and staff. These should be constantly reviewed and reinforced.

Children should be provided with appropriate opportunities to take responsibility for their own safety so that there is a balance between needed risk, the freedom to develop independence and fun.

Please refer to the publication "Managing Risk in Play Provision"

Building Supervisors

Building Supervisors / Caretaking staff need to be consulted and informed of the school's practice regarding the safety and security of children as they may have a dedicated routine to ensure safety and security. This can be achieved by being aware of policy and procedures and may include: -

- Dedicated time for securing gates and entrances
- Regular meetings with named Health and Safety person or person who has delegated responsibility
- Regular monitoring of condition on gates/doors and fencing
- Keeping well informed of safety procedures through courses/training
- Reporting concerns to the designated health & safety representative or the head / senior member of staff

Security and Access Control

Security measures in the foundation stage ensure that children remain on the premises and unwanted visitors are kept out.

Consideration should be given to:

Which doors are to be kept secure. (If fire doors are to be kept secure, they need to open easily in an emergency i.e., not needing a key)

- Door closers, which are be fully operational
- Height of door fastenings, the use of double handles, intercoms, digital keypads, remote control locking /opening devices
- Signage and notices regarding the need for security clearly displayed for parents and visitors to see. (NB these may need to be made available in other languages or in pictorial format for those whose first language is not English)

- Use of CCTV

This can be achieved through:

- Established arrival and departure procedures that are understood and implemented by all
- The use of a visitor's book and badge system.
- Procedures for answering the door to unrecognised visitors.
- Procedures for admitting late arrivers at the beginning of the session and children leaving before the end of the session.
- Formal procedures for handing over children at the end of session
- Procedures for handing over children to another adult
- A written emergency procedure that covers a child leaving the premises unaccompanied
- Regular monitoring that agreed procedures are consistently implemented

Roles and Responsibilities

To ensure that roles and responsibilities are fully understood by all members of staff within the Foundation Stage the following should be in place

- A clear understanding by all staff (including supply staff, students etc) of the deployment of staff for the start and end of sessions and for the safe delivery of the curriculum

- Staff are certain of their role and their responsibilities
- Staff understand the procedures for the beginning and ending of sessions in relation to staff deployment and are consistent in implementing the responsibilities attached to the role
- Consistent systems are implemented e.g.
 - A member of staff (who is permanent not a student or supply staff) based at the entrance door and is responsible for welcoming/registering the children
 - Self-registration which involves parents and children and gives the children a task to do. A member of staff (not the welcoming person) to be responsible for taking short messages from parents
 - A dedicated member of staff to be responsible for supervising the children in the main body of the nursery
 - In the event of there being only two members of staff, or should urgent discussions be required, parents/carers should be requested to wait until the members of staff are free from their initial duties
 - A signal to inform parents to leave
 - The securing of the door by the welcoming person
 - Procedures for registering late arrivals / early departures
 - A procedure for making sure that gates are secure

This should be included in staff induction training and should be reinforced regularly.

Contingency procedures should be documented

e.g. What procedures are in place for dealing with distressed children and parents at the beginnings of sessions? N.B this could be the case whenever the nursery admits new children and could happen systematically through the academic year.

Example of a Contingency Procedure when a child is distressed

- One person to have the responsibility of talking with the parent. This person would be the person supervising children within the nursery/Foundation Stage not the welcoming person and certainly not both members of staff.
- The parent asked (by the supervising person) to stay for a short while with the child until the nursery is settled and both staff are within the main body of the nursery. (This enables the teacher to continue in the role of supervising children and the parent to pacify their child.)
- Once the second member has secured the nursery and is in the main body of the nursery then there is the opportunity to discuss the problem with the parent, console the child and reassure the parent that the child will be OK offering to phone the parent to confirm this.

Case Study 1 - 26 Place Nursery

The following is a case study that illustrates good practice and understanding of roles and responsibilities (in a 26 Full Time equivalent nursery setting) at the beginning and the end of the session

Context

A 26 place Nursery. Two members of staff (1 Teacher and 1 Nursery Nurse)

The Nursery is in a deprived area of Sheffield with many children having social and emotional problems

Welcome Procedure

- Children enter and exit through a dedicated nursery entrance
- At the beginning of a session a member of staff is positioned at the entrance to the unit to greet parents, carers and children and informally registers the children
- A daily record of the names of the children looked after on the premises, their actual hours of attendance and the names of the children's key workers
- Coat pegs are some distance from the nursery door
- Children self-register themselves, by placing their picture and their name on a board that is some distance away from the entrance door. This is identified as good practice as it gives the children a task that takes them away from the main nursery door
- A formal register should then be taken as soon as possible.

- Activities are restricted as the room is awkward to supervise for the second member of staff. Her role is to supervise the children and to take short messages from parents/carers. Parents know that if they need to see a member of staff to discuss an issue, they can see the staff at the end of the session or wait until the short formal registration period when all children are brought together

Registration

A bell signals the departure of parents. The teacher on 'door duty' secures the door. Children come together for a short formal registration with one member of staff. This is the time when a parent/carer can speak with the second member of staff, who has been supervising the children, about immediate issues concerning the child.

Late Arrivers

Parents/carers take their children to the main school entrance for registration purposes. (This may not suit some settings therefore other appropriate procedures need to be implemented).

Exit Procedures

At the end of the session the children are brought together, as a group, in a dedicated area. A member of staff supervises the children, and the second member calls out the child's name and hands over the child to the parent/carer.

There are procedures in place for parents to inform staff should another adult collect the child. Ideally parents must inform staff at the beginning of the session if they are not collecting their own child. Parents MUST inform nursery staff if someone else is

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collecting their child if this person is not authorised to collect as stated on the child's Admission Form.

Information to Parents

Information about procedures is communicated at meetings with parents prior to children starting nursery. Parents understand the procedures.

Perimeter Security

The school has a full perimeter security fence in place. The nursery play area also has a high fence and a high gate with a fastener that is beyond the reach of children. The play area is used by nursery and reception.

Roles and Responsibilities of Staff

All staff fully understands the safety procedures. Safety issues are regularly discussed by staff and with the head teacher who has a good understanding of the Foundation Stage.

Case Study 2 - A Foundation Stage Unit

The following is a case study that illustrates good practice and understanding of roles and responsibilities in a Foundation Stage Unit.

Context

There are 26 F1 children with 1 Teacher and 1 Nursery Nurse (Nursery Teaching Assistant)

There are 30 F2 children with 1 Teacher and 1 teaching Assistant

The children are together for learning and teaching in a purpose-built Foundation Stage Unit

They all enter and leave the unit via a dedicated Foundation Stage entrance

Welcoming Procedures

- All external doors are secured until the beginning of the session when the appropriate member of staff opens the main entrance door to greet parents/carers and children into the Foundation Stage Unit. This member of staff is always from Foundation 1 who has established relationships with children and parents and carers
- A second member of staff is also close to the entrance area to talk with parents/ deal with general issues etc

- A member of staff remains in the entrance area until a bell has rung. Once all parents have left, the doors and gates are made secure by the welcoming person so that there is no general access into the unit

Late Arrivers

Parents/carers must ring a doorbell at the Foundation Stage unit and wait until a member of staff is free to respond and register the child.

Settling in /General Registration

- There is an established self-registration procedure
- The F2 children sign their name on a whiteboard
- The F1 children put their name label on their milk/drink
- A formal register is then taken as soon as possible after parents have left.

This is identified as good practice as the self-registration procedure not only focuses the children but also encourages them to move away from the entrance area into the main body of the unit

Exit Procedure at the end of AM and PM sessions

F1 children are brought together in the quiet room. A member of staff supervises within the room and a second member of staff stands in the doorway. As parents / carers arrive the member of staff supervising the door calls individual children.

F2 children are brought together on the carpet. They stay on the carpet until the member of staff calls their name.

At the end of the morning session when F1 children are leaving the F2 children are all together with the teacher involved in a focused activity.

Good Practice

Health and Safety issues are regularly discussed within the staff team and Head teacher, who formally monitors that the procedures in place.

The Headteacher has a good understanding of Foundation Stage practice

Case Study 3 - Foundation 2 (Reception Class)

The following is a case study that illustrates good practice and understanding of roles and responsibilities in a F2 (reception) setting at the beginning and ending of the session.

There are three F2 classes in a dedicated Foundation Stage Base.

There are three teachers and 2 Teaching Assistants.

Children enter and leave by 2 dedicated doors, which lead into the Foundation stage base.

Welcome Procedure

- The doors are opened at 8.40am and children and parents / carers access the FS base at 2 separate entrances.
- A dedicated member of staff supervises each of the entrances to ensure that the children cannot leave the building without supervision.
- Other members of staff are available within the base to supervise the children. A nominated person is available to take short messages from parents
- At 8.50 a bell is sounded, and a member of staff secures the doors into the Foundation Stage

Settling in and Registration

Children arrive at 8.40 and access individual activities. Parents and carers are encouraged to stay to help children settle. At 8.50 a bell is sounded, and parents leave immediately. The bell is a signal for children to assemble on the carpet for formal registration.

There is a daily record of the names of the children looked after on the premises, their hours of attendance and the names of the children's key workers.

There is a well-established self-registration procedure in place, and this is seen as good practice. Children, in each base, find their name from a dedicated table and place it on a board that is divided into specific groups. This makes it easy for staff to see who is present in F2.

Doors and gates are secured when all parents have left.

Late Arrivers

There is no general access into the unit after doors and gates have been secured; therefore, late arrivers can only enter the building at the main entrance. There is a process in place for formally registering late arrivers before they are taken to their classroom.

Exit Procedure

At the end of the session, a member of staff unfastens the external gates. Children collect their belongings and line up in their bases. Children are handed over individually as parents/carers arrive.

Information to Parents

All parents are invited to a meeting prior to children starting school, where these procedures are explained.

Good Practice

The Head teacher is fully informed of safety issues within the Foundation Stage and has a good understanding of Foundation Stage Practice which he / she regularly monitor.

Case Study 4 – Extended Provision

The following is a case study that illustrates good practice and understanding of roles and responsibilities in a Foundation Stage Unit that operates extended provision.

Context

The setting provides a variety of sessions between 8am and 6pm. Parents and carers deliver and collect children over longer periods and at variable times, rather than the 'standard' times for the start and end of sessions.

Early arrivals (8.00am)

The parent/carers of children for sessions between 8.00am/9.00am take their children into the allocated 'Early Arrivals Base'.

Parents hang their child's coat in the child's daily base and then take them to the 'Early Base' where they are handed over to a member of staff who formally logs their arrival.

At 9.00am when other staff arrives "on shift" the early children are taken to their respective bases where they are handed over to the appropriate members of staff. There needs to be a clear management system in place to record children's arrival times if it is done centrally. This information may need to be transferred to registers in the child's normal base. This should be understood and implemented by all members of staff. There should be a clear handover of children to "room" staff / other staff coming in on a later shift.

Late Arrivers

Children are registered as and when they arrive. Unlike other nursery settings late arrivers are not really an issue. The reason being is that the centre provides flexible care arrangements, and it is expected that children will arrive and leave at different times of the day.

All visitors access the building through a main entrance, which is covered by a visual monitor. Visitors also must buzz to be allowed access to the building. The locking mechanism is released by a member of staff once the visitor has been identified.

Exit Procedure

Children are formally handed over to parents in the child's base whenever possible but if handed over to parents elsewhere then children's departure times are formally recorded by staff in the register.

Roles and responsibilities of staff

All staff are clear about their roles and responsibilities and there are procedures in place to cover a wide range of issues that include –

- Managing people coming and going at many different times during the working day
- Monitoring children's whereabouts during different times of the day and particularly during free-flow play. Staff deployment is regularly reviewed and always ensures child safety
- Awareness of children who may need closer supervision / monitoring because of their individual play, care or learning need

