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| **YEAR GROUP** | **Nursery and Reception** |
| **DATE** | **March 2021** |
| **Risk Assessment prepared by** | **R Older** |

**Windlesham School Risk Assessment –**

 **Risk rating**

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| **Action** | **Name** | **Signature** | **Date** |
| **RA written by** | R Older |  | February 21 |
| **RA reviewed by** | J Ingrassia |  | 26th Feb. |
| **RA reviewed by** | Jane Waller |  | 1st March 21 |
| **RA reviewed by** |  |  |  |

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| **Likelihood** |  | **Severity** |  |
| **Almost Impossible** | **1** | **Insignificant (minor injury)** | **1** |
| **Unlikely** | **2** | **Minor (injury requiring longer days to heal)** | **2** |
| **Possible** | **3** | **Moderate (significant injury requiring hospital treatment)** | **3** |
| **Likely** | **4** | **Major (chance of death)** | **4** |
| **Almost Certain** | **5** | **Catastrophic (chance of several deaths)** | **5** |
| **Risk Rating= Likelihood X Severity** |
| **Low = 1-3** | **Moderate = 4-7** | **Significant = 8-14** | **High = 15-25** |

**This Risk Assessment should be read in conjunction with the relevant Government Guidance and the Whole School Risk Assessment.**

**List of key Government guidance**

* [Schools coronavirus operational guidance](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf)
* [Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures)
* [What parents and carers need to know about early years providers, schools and colleges during COVID-19](https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak)
* [Mitigations to Reduce Transmission of the new variant SARS-CoV-2 virus](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/948607/s0995-mitigations-to-reduce-transmission-of-the-new-variant.pdf)
* [Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe)
* [Early years foundation stage: coronavirus disapplications](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications)
* [2021 early years foundation stage: assessment and reporting arrangements (ARA)](https://www.gov.uk/government/publications/2021-early-years-foundation-stage-assessment-and-reporting-arrangements-ara)

When complete hand to the H&S coordinator for review.

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| **Potential hazard** | **Who will be affected** | **Potential outcome** | **Recommended control measure** | **Lhd rating****(1-5)** | **Severity rating****(1-5)** | **Risk rating****(L,M,S,H)** |
| **Exposure to the Covid19 virus**  | staff and children | Exposure to infectious illness  | ***Establish a “system of controls” to Prevent the spread of Covid19**** **Minimise contact – especially with those who have symptoms**
* Children will have minimized contact with other bubbles in the school through staggered start and finish times and supervision when moving around the school
* **Maintain Social distancing**
* Adults to sit away from, above or beside children (avoiding face to face contact for long periods) where possible
* Furniture, including tables and chairs should be arranged to enable space to be used in the best way and avoid pinch points.
* When comforting children sit them beside an adult or if on lap face them away.
* Social distancing for staff and all adults and minimising contacts between people by avoiding sharing of spaces
* **Know when face coverings can or should be used**
* Adults can wear masks/ face shields and should wear these in situations where social distancing between adults is not possible for example, when moving around in corridors and communal areas.
* Safe wearing of face coverings requires the:
	+ cleaning of hands before and after touching – including to remove or put them on
	+ safe storage of them in individual, sealable plastic bags between use.
	+ Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully.
	+ Staff may consider bringing a spare face covering to wear if their face covering becomes damp during the day.
* **Have guidelines on hand washing/ cleaning**
* Children to wash hands on arrival at school, regularly through the day, before and after eating, after using the toilets, after breaktimes and when using a different area e.g. going to Music
* Children who have salivary issues and those who may be unable to “catch it, bin it kill it” should wash their hands more regularly.
* Regular monitoring of hand washing
* Children in the Owlets should use the toilets in their classroom and children in Reception should use the toilets in their own area
* If another toilet are has to be used (e.g. in the case of an emergency) this will need to be cleaned before others can use it.
* Adults to maintain good hand hygiene and when with children who have salivary issues should wash their hands more regularly.
* **Promote and reinforce ‘catch it, bin it, kill it’**
* **Maintain enhanced cleaning**
* Adults to follow guidance from risk assessments re removal of equipment and to ensure regular and more frequent cleaning of equipment, shared resources and high touch points and surfaces
* **Ventilate areas**
* Plan for outside play and activities as much as possible
* Open doors and windows for ventilation for as long as possible.
* **Ensure PPE is worn when appropriate**
* ***Personal Protective Equipment***
* If contact or personal care for a child is necessary, usual PPE i.e. gloves will be worn by the supervising adult.
* If Coronavirus symptoms are present then PPE is needed if a 2 metre distance cannot be maintained or if a Risk Assessment determines it is necessary eg there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then face shields/ eye protection will also be worn.
* Additional cleaning tol be carried out if there is a suspected/ confirmed case of Covid-19, following government advice: [LINK](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings)
* **Engage with testing for asymptomatic staff**
* **Ensure tests are carried out for symptomatic staff, and pupils**
* **Report and support contact tracing**

Staff to follow whole school policy regarding illness | 3 | 2 | Moderate |
| Sickness in the setting and exposure to virus and hazardous waste materials | Staff and children | Exposure to infectious illness and hazardous waste when changing nappies or soiled clothes, dealing with first aid incidents and sick children and supporting children with personal care eg washing hands and blowing noses | * As the new variant of coronavirus (COVID-19) is more transmissible; the way to control this virus is with the ‘system of controls’
* Children whose care routinely involves the use of PPE due to their intimate care needs continue to receive their care in the same way.
* Staff to wear gloves when involved in these activities.
* Use PPE when changing a child after a first aid incident/ toilet accident/ or when ill.
* Additional government guidance is followed on waste removal: [LINK](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)
* Regular hand washing is encouraged and after supporting children with personal care needs
* Bins are lidded and emptied regularly through the day
* If children have a routine vaccination this may cause a mild fever. This is a common and expected reaction, and isolation is not required unless coronavirus (COVID-19) is suspected. Staff should follow the advice in the ‘system of controls’.
* NHS notes that teething should not routinely cause a temperature and staff should follow the system of controls.
 | 2 | 3 | Moderate |
| **Children’s wellbeing** | Children  | Children may be anxious about returning or impact of lockdown.Areas of development such as making relationships, language and interaction/ behaviour may have been impacted by lockdown. | * Encourage information from home by asking parents to fill in the usual All about me booklet and termly update sheets.
* Parents of Nursery children to leave children at the classroom door.
* Reception children will be left at the gate.
* While parent and carers access into the classroom should be limited, if it is in the child’s best interests, short visits can be accommodated.
* Parents and Carers are aware of the ‘system of controls’.
* Parents and carers are able to enter a setting to help their children adapt to their new environment.
* They will be admitted while wearing a mask to help settle a child, this should then continue in the outside space with staff present and able to take a child when necessary if they are distressed.
* They should stay for a limited amount of time (not more than an hour) and avoid close contact with other children
* If necessary areas can be wiped down between these settling visits.
* As in usual circumstances parents and carers will be contacted to let them know when a child has settled after showing distress.
* Remote visits for other contact should be used wherever possible
* staff to work with parents and carers to feed back learning and developments and share progress.
* Update information on SEND, health and learning, with high priority given to wellbeing.
* Plan for welcoming each child and settling them in personally, linking to specific needs and special interests.
* Share the structure of the class and routines.
* Share games, songs and rhymes to explain the rules for social distancing, hand washing and staying safe
* Follow guidance on supporting children’s mental health and also physical wellbeing.
* Focus on building friendships and social engagement
* Outside play is encouraged as much as possible all children should have opportunities for outdoor education.
* Focus on the Prime areas particularly in Nursery (including PSED) and developing relationships and friendships
* Share the values and behavioural expectations with children and reinforce regularly.
* If there is a need to prioritise places due to staff self isolating for example then priority should be given to:
	+ vulnerable children and children of critical workers
	+ then 3- and 4-year-olds, in particular those who will be transitioning to reception
* The Early Years Foundation Stage Profile (EYFSP) assessment is not mandatory in 2021, but best endeavours should be used to complete and provide the information to year 1 teachers and parents.
 | 2 | 1 | Low |
| **Safeguarding and Welfare** | children | Children may be at risk of accidents and lack of supervision | In Independent schools caring for children aged 3 and over where a person with QTS, EYPS, early years teacher status or another suitable level 6 qualification, an instructor, or another suitably qualified overseas trained teacher, is working directly with the children:* At least one other member of staff should hold a full and relevant level 3 qualification but meeting this will not be a legal requirement.
* Where there is no person with QTS, EYPS, early years teacher status or another suitable level 6 qualification, no instructor, and no suitably qualified overseas trained teacher, working directly with the children:
* ‘Reasonable endeavours’ should be used to ensure that at least half of other staff, hold a level 3 qualification.
* The safeguarding and welfare section of the EYFS framework still applies.
* There must be a designated member of staff with lead responsibility for safeguarding.
* They do not have to be based on site as long as they are still available to provide support, advice and guidance to staff.
* Providers must use their ‘best endeavours’ to ensure one person with a full PFA certificate is on site when children are present.
* Staff should use online resources to refresh their knowledge of PFA if they need to extend their certificates while waiting for training.
 | 2 | 1 | Low |
| **SEND** | Children | Children may be at risk of not being adequately supported in areas of specific development | * As in usual circumstances the early identification of SEND is paramount to improving outcomes for children
* Staff should continue to liaise with parents regularly in short handovers e.g. in the outside space
* For longer meetings then a remote meeting should be considered
* In order to support children fully in the setting and in instances where other professionals e.g. social workers, speech and language therapists or counsellors, support children then an assessment should be made as to whether they need to attend in person eg focusing on outside play, using a large room and socially distancing from others or if they can do so virtually.
* If they need to attend in person, they should:
	+ follow guidance set out by the school
	+ keep the number of attendances to a minimum
	+ be informed about the ‘system of controls’
 | 2 | 1 | low |
| **Learning and curriculum** | Children | Children may have gaps in areas of learning and development due to lockdown or unidentified/ unobserved SEND | * As is usual practice the initial focus will be on settling children back into the routines and expectations of Early Years.
* Adults will conduct an assessment of children’s development in line with the Development Matters document to identify starting points of learning for every child in all areas.
* In Nursery the focus will continue to be on the Prime areas: Speaking, Listening & Attention and Understanding; Making Relationships, Self Confidence & Self Awareness and Managing Feelings & Behaviour; Health & Self Care and Moving & Handling.
* In Reception the focus is expected to be on observing and addressing gaps in language development, early reading and phonics skills, maths and PSED skills – particularly extending vocabulary.
* A broad and balanced curriculum will be offered alongside any activities that seek to address the assistance individuals may need in particular areas.
* The early identification and provision of support for children with SEND is vital and staff will work closely with the SENCo and outside agencies to facilitate this.
* Staff should stay in touch with parents of children who may have to self isolate and provide support.
 | 2 | 1 | Low |
| **Transfer of virus between settings** | Children and staff | Children who attend more than one setting may transfer virus | * Parents and carers should be encouraged to limit the number of settings their child attends, ideally ensuring their child only attends the same setting consistently.
* This should also be the same for staff.
* Where children attend more than one setting there should be liaison between the settings to ensure the system of controls is followed.
 | 2 | 3 | Moderate |
| Sand | Children and Staff | Children and staff could come into contact with hazardous materials | No access to large outdoor sand pit* Sand is allowed in trays that can be put away and rotated for use
 | 2 | 1 | Low |
| Plugs/ sockets/ cables/ electrical items |  | Children and adults could be at risk of electric shock and injury | * Socket covers in place
* Cables kept away from walkways
* Discuss safety of these items with children
* Children supervised when using eg cd player/ ipads/ computers
* Adults regularly check sockets, and cables.
* Electrical items tested as necessary
* Computers and Ipads cleaned between use
 | 2 | 3 | Moderate |
| Slip, trips and fallsWorking at height | Adults, visitors and children | Adults, children and visitors could be at risk Adults putting up displays | * Walk ways kept free of clutter
* Children encouraged to tidy up after themselves
* Water and other materials eg in toilet areas are cleared up in a timely manner
* Adults reminded of working at height regulations
* Adults to check that walk ways are clear and be aware of regulations
 | 2 | 3 | Moderate |
| Water | Children and staff | Children and staff could come into contact with hazardous materials | * Children may attempt to drink water or touch other items and should be closely supervised
* Water can be used on a shared basis if it is regularly changed, the equipment is washed regularly and hands are washed before and after use.
 | 3 | 2 | Significant if shared and moderate if not |
| Tables/chairsand surfaces | Children and staff | Children and staff could be at risk of contact with infectious disease from unclean surfaces | * Table and surfaces are cleaned with antibacterial spray before and after food consumption and after use by children.
* Gloves and spray provided – Site manager to be called for serious spillages – cleaners asked to undertake a deep clean
* Regular hand washing – on entry to the nursery, through the day and before going home.
* Adults to clean any visible spills as soon as is practical.
* Adults wipe surfaces before and after snack and activities.
* Cleaners will undertake thorough cleaning of tables/ chairs and surfaces.
 | 3 | 2 | moderate |
| Rugs, soft furnishings and soft toys | Children and staff | Children and staff could be at risk of contact with infectious disease from unclean surfaces | * Blankets, bags, soft toys eg puppets, cuddly toys, dolls with hair, dressing up clothes, carpets, dolls clothes, prams with fabric, fabric play food to be used only if they can be washed regularly.
* **IF** items can be washed they could be added in small quantities and removed at the end of the day for washing/ rotating and swapping.
* Hands washed regularly when playing.
* Adults to monitor use of any items that they introduce and clean any that are used on a daily basis.
 | 3 | 3 | Significant if not washed/ quarantined between use |
| Equipment/ objects from home | Children and staff | Children and staff could be at risk of contact with infectious disease from items brought from home or transported between settings | * A bag of “spare” clothing should be brought to school and left on the child’s peg.
* Items that need to be taken home should be placed in a book bag by adults.
* No toys should be brought from home to minimise spread.
* Hands washed on arrival, regularly through the day and before home.
* Pegs should be spread out as far as possible to allow space between children and their belongings.
* Children should wear their uniform for school with plenty of layers as necessary and all items should be named.
 | 2 | 3 | Moderate |
| Sink/ toilets | Children and staff | Children and staff could come into contact with hazardous materialsChildren could congregate here | * Staff to supervise toilets and ensure children wash their hands
* Staff to send children to the toilet on a regular basis – particularly those toilet training to avoid the need for changing soiled clothing.
* Staff to regularly check toilets through session for cleanliness
* Report any issues eg blockages
* Clear up any spillages in a timely manner
* Gloves and spray provided – Site manager to be called for serious spillages – cleaners asked to undertake a deep clean
 | 3 | 2 | Moderate |
| Music/ singing | Children and staff | Children and adults could be at risk if infectious disease though aerosol and droplets | * playing instruments and singing in groups should take place outdoors wherever possible
* if indoors, use a room with as much space as possible and limit numbers to account for ventilation of the space: it is important to ensure good ventilation
* encourage singing quietly
* When singing songs or rhymes as part of an organised/ planned activity children should be seated next to each other or back to back.
* Staff should try and keep their distance from each other
* increase handwashing before and after handling equipment, especially if being used by more than one person
* avoid sharing instruments and equipment wherever possible
* if instruments and equipment have to be shared, disinfect regularly and always between users.
 | 3 | 2 | Moderate |
| Doors/ gates/fence | Children and staff | Handles and high touch areas could carry infectious diseases.Children could be at risk if these are not kept securely shut and maintained at the appropriate times  | * High contact/ touch areas to be cleaned regularly.
* Prop doors open as much as possible and in accordance with fire safety risks.
* Main door is manned by staff member from 8.15-8.30
* When in use it is hooked back and gates are closed
* Children will be signed in at register time and adults note when children leave at home time
 | 3 | 3 | Significant if cleaning doesn’t take place |
| Scissors | Children and staff | Shared objects could carry infectious diseases Children (and staff) at risk of cuts or more serious injury | * Limited amount of scissors which are regularly wiped and all wiped at the end of the day
* Staff teach children how to use scissors safely including transportation of scissors
 | 3 | 3 | Significant if cleaning doesn’t take place |
| glue | Children and staff | Shared objects could carry infectious diseases Children are at risk of illness by ingesting glueChildren could be at risk of injury e.g. putting glue in their eyes | * Limited amount of glue sticks/ pots of glue and spreaders which are regularly wiped and all wiped at the end of the day.
* Hands washed regularly throughout the day
* Use of non toxic glue
* Discussing with children not to eat glue or put in eyes
* Only using designated pots for glue e.g. not old yoghurt pots that could be mistaken for food
 | 3 | 2 |  Moderate |
| Malleable materials | Children and staff | Materials becoming unhygienic through shared use and risk of spread of illness Staff or children possible allergic reactions to materialsDeliberate or inadvertent consumption of materialsRisk of mould in organic materials | * Where playdough is provided it should be divided up for individual children to use and placed in individual named containers/ bags
* Regular cleaning of equipment and replacing of playdough.
* Check all information on allergies and avoid allergens.
* Make sure all other materials are sensitive and are diluted according to the instructions.
* Children follow the no consumption rule in this area.
* Regular hand washing throughout the day.
 | 3 | 2 | Moderate |
| All toys – including construction, maths areas, role play, playdough, small world, outside toys, musical instruments and equipment for writing and making areas | Children and staff | Children and staff could be at risk of contact with infectious disease from unclean surfaces on shared objectsChildren and adults could be at risk of injury from damaged or unsafe toysRisk of injury by not using equipment correctly | * Minimise the number/ amount of toys so that cleaning can be undertaken easily and regularly
* Wooden toys used on a rota basis (ie sprayed after use and put away to dry and rotated with another set)
* Toys/ equipment that are used near the face should be thoroughly cleaned between use eg binoculars or hats in RP
* No sharing of toys or equipment across bubbles that cannot be cleaned thoroughly between groups
* Only use toys that are easy to clean and have no intricate parts (see separate list for more comprehensive guide on use)
* Only provide a smaller number of items eg books, cars, trains that can be rotated
* Once cleaned set toys aside for a few days and rotate with other items eg for books
* Only have available small amounts of craft materials so that any unused items can be thrown away eg junk modelling
* Toys checked for damage and breakages on a regular basis
* Damaged toys are removed for mending or to be disposed of
* Children are supervised when using toys and equipment and shown how to use appropriately
* Behaviour is monitored to ensure toys are not used to hurt others
* Hands washed on a regular basis throughout the day.
 | 3 | 2 | Moderate |
| Small toys eg marbles, pegs, numicon pegs, lids etc | Children and staff | Children and staff could be at risk of contact with infectious disease from unclean surfacesChildren are at risk of choking | * Very small items that are intricate are not to be used so they can be properly cleaned
* Marbles only to be used under close supervision as some children mouth them
* Children are monitored to see if they have a tendency to mouth objects
* If necessary smaller items will be stored away and only given out to selected children under supervision
 | 3 | 2 | Moderate |
| Heavy boxes | Children and staff | Children and adults are at risk of injury when lifting boxes | * Staff should follow manual lifting guidelines and children taught to ask for help with heavy items
* Boxes should not be overloaded
 | 2 | 3 | Moderate |
| Crates and Planks | Children and staff | Children and staff could be at risk of contact with infectious disease from unclean surfaces Children and adults are at risk of injury when lifting the planks and cratesAll at risk of injuring others when moving them around | * All equipment to be wiped regularly
* Minimise the amount of times the equipment is moved around
* Children should be shown how to lift and carry i.e. at waist height or below for crates/ one at a time
* Carry planks between children or low down if moving alone
* Children have a safety talk prior to using the equipment and agree how to use it safely.
* Daily reminders are given about assessing the risk in their play.
* Weather conditions to be considered when accessing the equipment.
* Area to be monitored to ensure surroundings are clear and surface is flat.
* All equipment is checked regularly to look for damage.
 | 3 | 2 | Moderate |
| Climbing A frames and ladders/ Pirate ship | Children and staff | Children and staff could be at risk of contact with infectious disease from unclean surfacesFalling from a height, slipping on equipment | * Large climbing equipment and Pirate ship to be cleaned daily and between groups of children.
* A frame and ladders to only be used by nursery children and to be cleaned on a regular basis and hands washed after use.
* All children to have a safety talk before using the equipment and numbers are restricted to avoid collisions and overcrowding. Children wait for one child to have climbed to next section before their turn starts.
* Equipment is checked prior to use to ensure all parts are safe and secure.
 | 3 | 2 | Moderate |
| Role Play area/ tents/ den outside/ book area/ willow structure | Children and staff | Children and staff could be at risk of infectious disease from close contact with others | * While Early Years children are not expected to socially distance numbers of children should be limited in areas such as role play and e.g. the book area
* Remove/ store some Role play equipment to give maximum space
* Limit numbers of children in areas eg the willow structure
 | 3 | 2 | moderate  |
| **Staff and children unable to evacuate the building safety** | Children and staff | Injury to children or staff | * In case of fire or fire alarm activation, use the nearest available exit route, even if a one way system has been developed for day-to-day attendance
* If the recommended social distancing between different groups, in corridors and assembly points is not achievable, settings should manage this to ensure the greatest separation available is utilised
* Any doors in the setting that are heavily used may be held open using ‘dorgards’ or magnetic catches linked to the fire alarm to enable them to close when the alarm activates.  Fire resisting doors should not be held open by using wedges or other equipment
* Staff to be informed of all changes to fire evacuation procedures
* A fire drill is recommended, to practise the old/new routes
 | 2 | 3 | Moderate |