



Windlesham School & Nursery

Windlesham School Risk Assessment – CV19 Early Years v.1.2

YEAR GROUP		Nursery and Reception	
DATE		August 2020	
Risk Assessment prepared by		R Older	
Action	Name	Position	Date
RA written by	R Older	Early Years Co-ordinator	August 2020
RA reviewed by	J Ingrassia	Headmaster	19/08/2020
RA reviewed by	J Waller	Head of Finance & Operations	28/8/20
RA reviewed by	G Rowlands-Hempel	Chair of Governors	28/8/20
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

The purpose of this risk assessment is to make sure that that the School operates in accordance with the Government’s latest COVID-10 guidelines and ensures the safety and well being of those that visit the school including governors, staff, parents, pupils and visitors in light of COVID-19. The Risk Assessment sets out potential hazards that have been identified and the relevant actions to deal with the hazard. The assessment is a live document and will be monitored and kept up to date. It will be updated to include parents evening and when school lunches provision starts. It will be made available to staff and parents of pupils in Early Years.

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



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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)
Sickness at the setting	staff and children	Exposure to infectious illness	<ul style="list-style-type: none">• Personal Protective Equipment• If contact or personal care for the child is necessary, gloves and an apron will be worn by the supervising adult.• If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection will also be worn.• Additional cleaning will be carried out if there is a suspected/confirmed case of Covid-19, following government advice: LINK• Adults to follow whole school policy regarding illness• Children will have minimized contact with other bubbles in the school through staggered start and finish times and supervision when moving around the school.• Adults to follow guidance from risk assessments below re removal, rearrangement and use of equipment and resources• Adults to ensure cleaning of equipment• Children to wash hands on arrival at school• Regular monitoring of hand washing• Social distancing for adults and children should also be supported to maintain distance from and not touch staff where possible.• Reception should be provided with their own set of resources to minimise sharing.• Adults to sit away from, above or beside children (avoiding face to face contact for long periods)• Furniture, including tables and chairs should be arranged to enable space to be used in the best way.• If children need comfort seat children beside an adult or if on lap face them away.	3	2	Moderate



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			<ul style="list-style-type: none">• Discouraging children from congregating together by ensuring activities are set out apart from one another.• Plan for outside play and activities as much as possible• Leave doors and windows open as far as possible indoors• Use of PPE when changing a child after a first aid incident/ toilet accident/ or when ill.			
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	<ul style="list-style-type: none">• Children whose care routinely already involves the use of some 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.• Additional government guidance is followed on waste removal• Regular hand washing is encouraged and after supporting children with personal care needs• Bins are lidded and emptied regularly through the day	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.	<ul style="list-style-type: none">• Encourage information from home by asking parents to fill in the usual All about me booklet via email• Parents of Early Years children to be able to drop children at the classroom door at least initially and reviewed for each child.• After 2 full weeks Reception children will be left at the gate.• While parent and carer access into the classroom should be limited, if it is in the child's best interests, short visits can be accommodated.• Parents and carers must always sanitize before entry at the school gate.• Parents and carers will be admitted one at a time, preferably while wearing a mask to help settle a child, this could then continue in the outside space with staff present and able to take a child when necessary if they are distressed.• If necessary, areas can be wiped down between these settling visits.	2	1	Low



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			<ul style="list-style-type: none">• As in usual circumstances, parents and carers will be contacted to let them know when a child has settled after showing distress.• 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 their new 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.• Outside play is encouraged as much as possible.• Focus on the Prime areas particularly in Nursery (including Personal Social Emotional Development) and developing relationships and friendships• Share the values and behavioural expectations with children and reinforce regularly.			
Learning and curriculum	Children	Children may have gaps in areas of learning and development due to lockdown or unidentified/unobserved SEND	<ul style="list-style-type: none">• As is usual practice the initial focus will be on settling children into the routines and expectations of Early Years.• Adults will conduct a baseline 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 be on the Prime areas: Speaking, Listening and Attention and Understanding; Making Relationships, Self Confidence and Self Awareness and Managing Feelings and Behaviour; Health and Self Care and Moving and 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 making relationships.• A broad and balanced curriculum will be offered alongside any activities that seek to address the assistance individuals may need in particular areas.	2	1	Low



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			<ul style="list-style-type: none"> 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. 			
Sand	Children and Staff	Children and staff could come into contact with hazardous materials	<ul style="list-style-type: none"> Sand cannot be cleaned it should be removed and in the case of the outdoor sandpit closed off Adults remove sand and do not allow access to large sand pit Sand is allowed in individual trays that can be put away and rotated for use 	3	2	Moderate
Plugs/ sockets/ cables/ electrical items		Children and adults could be at risk of electric shock and injury Children and Adults could be at risk of infectious diseases.	<ul style="list-style-type: none"> 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 should be cleaned regularly between users 	2	3	Moderate
Slip, trips and falls Working at height	Adults, visitors and children	Adults, children and visitors could be at risk Adults putting up displays	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Children may attempt to drink water or touch other items. They could have their own shallow tray of water which is then tipped away after use, the tray cleaned and hands washed. Adults to only allow water on an individual basis and to tip away and add fresh water for each child 	3	2	Moderate
Tables/chairs and surfaces	Children and staff	Children and staff could be at risk of contact with infectious disease from unclean surfaces	<ul style="list-style-type: none"> Tables etc 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. 	3	2	Moderate



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			<ul style="list-style-type: none"> • Adults to clean any visible spills as soon as is practical. • Adults wipe surfaces before and after snack, lunch and the end of the day. • Cleaners will undertake thorough cleaning of tables/ chairs and surfaces. • Ensure there are only a small number of chairs 			
Rugs, soft furnishings and soft toys	Children and staff	Children and staff could be at risk of contact with infectious disease from unclean surfaces	<ul style="list-style-type: none"> • All rugs, cushions, 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 removed. • 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 remove all items, monitor use of any that they introduce and clean any that are used on a daily basis. 	3	2	Moderate
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	<ul style="list-style-type: none"> • Lunch boxes need to be wiped on arrival. • A bag of “spare” clothing should be brought to school and once it has been wiped should be left on the child’s peg. • Items that need to be taken home should be taken in a plastic bag. • Paintings, drawings and models to be “quarantined” for 48 hours before sending home – (plastics for 72 hrs) • 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 to allow space between children and their belongings. • Children should now wear their uniform for school and all items should be named. 	2	3	Moderate
Sink/ toilets	Children and staff	Children and staff could come into contact with hazardous materials	<ul style="list-style-type: none"> • Staff to supervise toilets and ensure only 1 at a time even at snack/ lunch times • Staff to send children to the toilet on a regular basis – particularly those toilet training to avoid the need for changing soiled clothing. • Do not encourage lining up for the toilet • Staff to regularly check toilets through session for cleanliness 	3	2	Moderate



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		Children could congregate here	<ul style="list-style-type: none"> • 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 			
Music/ singing	Children and staff	Children and adults could be at risk if infectious disease though aerosol and droplets	<ul style="list-style-type: none"> • When singing songs or rhymes as part of an organised/ planned activity children should be seated next to each other or back to back. • The area should be well ventilated • The adult leading the singing should maintain a safe distance 	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	<ul style="list-style-type: none"> • 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 and is then shut • When in use it is hooked back and gates are closed • Children will be signed in at register time and out of nursery by a member of staff at home time 	3	2	Moderate (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	<ul style="list-style-type: none"> • 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	2	Moderate
glue	Children and staff	Shared objects could carry infectious diseases Children are at risk of illness by ingesting glue Children could be at risk of injury e.g.	<ul style="list-style-type: none"> • 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	3	Moderate



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		putting glue in their eyes				
Malleable materials	Children and staff	Materials becoming unhygienic through shared use and risk of spread of illness Staff or children possible allergic reactions to materials Deliberate or inadvertent consumption of materials Risk of mould in organic materials	<ul style="list-style-type: none">• 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 objects Children and adults could be at risk of injury from damaged or unsafe toys Risk of injury by not using equipment correctly	<ul style="list-style-type: none">• 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 and equipment that children use near their face should be thoroughly cleaned between users eg binoculars/ magnifying glasses• 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 small 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	3	2	Moderate



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			<ul style="list-style-type: none">• 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.			
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 surfaces Children are at risk of choking	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 crates All at risk of injuring others when moving them around	<ul style="list-style-type: none">• All equipment to be wiped after use• Minimise the amount of times the equipment is moved around by setting it up with the children and then all washing hands• 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



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Climbing A frames and ladders	Children and staff	Children and staff could be at risk of contact with infectious disease from unclean surfaces Falling from a height, slipping on equipment	<ul style="list-style-type: none">• Large climbing equipment, slide, climbing wall, the Pirate Ship and outdoor playground equipment should be more frequently cleaned. The Premises Manager will clean all the outside equipment daily with a diluted bleach solution.• Children to wash hands and sanitize after use of equipment.• Resources that are shared between groups eg balls, hoops and trikes should be cleaned between use.• 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	<ul style="list-style-type: none">• 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 in willow structure	3	2	Moderate
Staff and children unable to evacuate the building safety	Children and staff	Injury to children or staff	<ul style="list-style-type: none">• 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 the fire evacuation procedures (if any changes have taken place) A fire drill is recommended, to practise the old/new routes	2	3	Moderate



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F – Possible Scenarios (Parents to Read) – also in main School Risk Assessment

Event	Action
Pupil shows symptoms at gate	<ul style="list-style-type: none"> • No entry to school and required to take test (either ordered as a home test or organised via NHS). • Symptomatic pupil isolates for 10 days and pupil sibling/other members of household for 14 as per gov guidelines unless they test negative: • https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/906663/20203007_Easy_read_household_isolation_v3.1.pdf • and • https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection
Symptoms show in pupil while at school	<ul style="list-style-type: none"> • Child taken to sick room by designated staff member with PPE • Parent called to collect pupil and take home and required to take test (either ordered as a home test or organised via NHS). Symptomatic pupil SI (Self Isolates) for 10 days and pupil sibling/other members of household for 14 as per gov guidelines. If symptoms subside and they test negative, they may return. If symptoms do not subside but they test negative they must continue SI for 10 days. • https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/ • The School is not required to notify parents/carers of bubble children of a child with symptoms
Symptoms show in staff member while at school	<ul style="list-style-type: none"> • Staff member sent home and required to take test (either ordered as a home test or organised via NHS). • If test positive the rest of bubble then required to SI for 14 days. • If member of staff has crossed several bubbles due to the nature of their work (eg French Teacher) guidance will be sought from PHE.
Symptoms show in pupils at home	<ul style="list-style-type: none"> • Parent to notify school and pupil stays home and required to test • Symptomatic pupil SI for 10 days and pupil sibling/other members of household for 14 as per gov guidelines unless they test negative • The School is not required to notify parents/carers of bubble children of a child with symptoms. •
Symptoms in pupil's household but not in pupil	<ul style="list-style-type: none"> • Parents notify school. Pupil must SI for 14 days unless a negative test.
	<ul style="list-style-type: none"> • Parents notify school • Pupil does not come to school for 10 days from date of test



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Test positive of pupil	<ul style="list-style-type: none">• All members of bubble including the teachers and Teaching Assistants must SI for 14 days.• PHE consulted about other possible people who may need to SI.
Test positive of member of household	<ul style="list-style-type: none">• Parents notify school• Pupil does not come to school• Household SI for 14 days. PHE consulted about other possible people who may need to SI.
Test positive of staff	<ul style="list-style-type: none">• Staff member does not come to school• All members of bubble SI for 14 days.• PHE consulted about other possible people who may need to SI.
Pupil has visited a designated quarantine country	<ul style="list-style-type: none">• Pupil must not attend school for quarantine period

Appendix A – Easy Guide on Actions to take if a pupil develops Covid 19 Symptoms

What to do if a pupil or staff member develops symptoms

Anyone with symptoms should inform the school as soon as is possible; or if at school they should be sent home.

Symptoms include one or more of the following:

- a high temperature
- a new, continuous cough
- a loss of, or change to, your sense of smell or taste

More detail is available online: <https://www.nhs.uk/conditions/coronavirus-covid-19/check-if-you-have-coronavirus-symptoms/>

The individual should be tested for COVID-19; this can be arranged online: <https://www.nhs.uk/conditions/coronavirus-covid-19/testing-for-coronavirus/>

They should consider alerting the people with whom they had close contact with in the last 48 hours to let them know they have symptoms of COVID-19.

What to do following a positive test



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If the individual tests negative they can return to school. However, in the event of positive test result, they must self isolate at home for seven days and follow the guidance available online: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>

The individual will receive a request by text, email or phone to log into the NHS Test and Trace service website and provide information about recent close contacts. Other individuals may also need to self-isolate for 14 days; in most cases this will include the rest of their class or group, however, PHE will support the school to identify those close contacts who will need to be advised to self-isolate and any further testing required.

If the School is told that a pupil or staff member has tested positive for COVID-19, a member of SLT will call:

Public Health England, South East Health Protection Team: 0344 225 3861

List of key Government guidance

- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schoolsImplementing protective measures in education childcare settings>
- [Information for parents and carers](#)
- <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>
- <https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures>
- <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>
- <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>
- <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>