



## Safety and Suitability of Premises, Environment and Equipment Policy & Procedures

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<b>Date of last review</b>	<b>January 2021</b>
<b>Policy adopted by Pinvin Community Preschool committee</b>	<b>January 2021</b>
<b>Pinvin Community Preschool current Policies and Procedures:</b> Safeguarding and Child Protection; Health and Hygiene; Safety and Suitability of Premises; Environment and Equipment; Suitable People; Information and Records (including GDPR); Self-regulation in the Early Years; Equality and Diversity; SEND in the Early Years; The Role of the Early Years Educator; Covid-19 Response.	

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## Health and Safety General Standards

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This policy sets out how we make our setting a safe and healthy place for children, parents, staff and volunteers.

The Statutory Framework for the Early Years Foundation Stage (2017) states;

**3.54.** Providers must ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Providers must comply with requirements of health and safety legislation (including fire safety and hygiene requirements).

### **Our Commitment**

We aim to make children, parents, staff and volunteers aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

#### **Our member of staff responsible for Health and Safety is: Emily Corfield**

This role involves keeping knowledge and understanding up to date and educating the pre-school team on such matters. The setting is subscribed to the Health and Safety Executives updates on a variety of topics that may impact early years provision and our role as an employer.

### **Our Procedures**

Pinvin Community Pre-school recognises that it has a corporate responsibility and duty of care towards those who work in and receive a service from the setting. Individual employees and service users also have responsibility for ensuring their own safety as well as that of others. Thorough induction, adherence to policies and procedures and risk assessment are the key means through which this is achieved.

## Statutory Framework for the Early Years Foundaton Stage (2017) Requirements

### Premises

Point 3.57	<p>We ensure we meet the indoor space requirements as set out in the statutory framework.</p> <p>Under 2 years: 3.5 m2 per child          2 year olds: 2.5 m2 per child          3 to 5 year olds: 2.3 m2 per child</p> <p>The layout of the building allows us to decrease and increase spaces to meet the age and developmental needs of all the children.</p>
Point 3.58	<p>We have access to large outdoor spaces which are risk assessed before use.</p>
Point 3.59	<p>Under 2's have a segregated play and sleeping space in the main building. Sleepers are checked every 5 minutes and these checks are documented.</p>
Point 3.60	<p>There are separate children and adult toilets and handwashing facilities. We request parents to supply bedding and spare clothing which they are responsible for washing, however have a good supply of spare bedding, clothing and nappies.</p>
Point 3.61	<p>We have use of an office for discussions with parents and a kitchen area for staff to take breaks. If the setting is busy and we need to speak confidentially about matters we are able to book a private space at the local school.</p>
Point 3.62	<p>We have strict collection procedures. Doors are locked and regularly checked and regular headcounts taken.</p>
Point 3.63	<p>We hold public liability insurance and employers liability insurance with the Early Years Alliance, membership number 3239. The certificate is displayed in the entrance to the building.</p>

## **Awareness Raising**

Our induction process includes a clear explanation of health and safety issues, so that adults are equipped to follow the policies and procedures and understand their shared responsibility for health and safety. This includes the reading of all policies and signing to confirm understanding.

Health and safety issues are explained to the parents of new children, so that they understand the part played by these issues in the daily life of the setting.

Health and Safety is always discussed during team meetings and supervision.

We operate a non-smoking policy.

Children are made aware of health and safety issues through discussions, activities and routines.

## **Manual Handling**

As it is not possible to eliminate manual handling altogether, correct handling techniques must be followed to minimise the risks of injury. A variety of injuries may result from poor manual handling and staff must follow this manual handling procedure at all times. Safety of our staff is paramount and prevention tactics are put in place to avoid injury.

## **Preventing Injuries**

As with other health and safety issues, the most effective method of prevention is to eliminate the hazard, in this case, to remove the need to carry out hazardous manual handling. For example, it may be possible to re-organise the workplace so that items do not need to be moved from one area to another. Where manual handling tasks cannot be avoided, they must be assessed as part of the risk assessment. This involves examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

As part of a manual handling assessment the following must be considered:

- ✓ The tasks to be carried out and the load to be moved.
- ✓ The environment in which handling takes place.

- ✓ The capability of the individual involved in the manual handling.

### Planning and Procedure

All adults should consider the following plan and procedure when manual handling.

1. Think about the task to be performed and plan the lift.
2. Consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there.
3. Never attempt manual handling unless you have read the correct techniques and understood how to use them.
4. Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.
5. Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going.
6. Remove any unnecessary packaging, if this will make the task safer.
7. Assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment e.g. a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads.
8. If more than one person is involved, plan the lift first and agree who will lead and give instructions.
9. Plan your route and remove any obstructions. Check for any hazards such as uneven/slippery flooring and that lighting is adequate.
10. Control harmful loads – for instance, by covering sharp edges or by insulating hot containers.
11. Check whether you need any Personal Protective Equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you.
12. Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear.
13. Consider a resting point before moving a heavy load or carrying something any distance.

## Manual Handling Best Practice

**Position:** Stand in front of the load with your feet apart and your leading leg forward. Your weight must be even over both feet. Position yourself (or turn the load around) so that the heaviest part is next to you. If the load is too far away, move toward it or bring it nearer before starting the lift. Do not twist your body to pick it up.

**Lifting:** Always lift using the correct posture detailed below:

1. Bend the knees slowly, keeping the back straight.
2. Tuck the chin in on the way down.
3. Lean slightly forward if necessary and get a good grip.
4. Keep the shoulders level, without twisting or turning from the hips.
5. Try to grip with the hands around the base of the load.
6. Bring the load to waist height, keeping the lift as smooth as possible.

### Moving the Load

1. Keep the load close to the body.
2. Proceed carefully, making sure that you can see where you are going.
3. Lower the load, reversing the procedure for lifting.
4. Avoid crushing fingers or toes as you put the load down.
5. If you are carrying a load, position and secure the load after putting it down.
6. Make sure that the load is rested on a stable base ensuring the safety in this new position.
7. Report any problems immediately, for example, strains and sprains. Where there are changes, for example to the activity or the load, the task must be reassessed.

### The Task

1. Carry the load close to the body, lifting and carrying the load at arm's length increases the risk of injury.
2. Avoid awkward movements such as stooping, reaching or twisting.
3. Ensure that the task is well designed and that procedures are followed.
4. Minimise repetitive actions by re-designing and rotating tasks.

5. Ensure that there are adequate rest periods and breaks between tasks.
6. Plan ahead – where the load is too heavy for one person, staff must not lift by themselves but use teamwork, bending from the knees rather than the back.
7. Staff must not struggle to lift very heavy objects – even with others – that are beyond their strength.
8. Trolleys must be used where heavy items have to be carried or moved on a regular basis.
9. Heavy items must not be lifted onto, or from storage areas that are above head height or from the ground, distribute heavy boxes into more manageable loads.
10. Staff must not stand on objects other than proper height steps to reach high objects and must never try to over-reach.
11. Where objects have to be moved along the floor, they must be pushed rather than pulled.

### **Carrying Children**

Lifting and carrying children is different to carrying static loads. Where possible you must avoid carrying children and follow the procedures below;

1. If a child is stuck on climbing equipment, if possible, show the child how to get down or talk them down. If this is not possible and the child is in need of assistance then either support the child by holding their sides or hands to help them keep balance, if a short distance to the ground ask the child to jump down holding their hand or if too high support them around the waist and get the child to put their arms around your neck and then bend down as you bring them to the ground.
2. If a child is upset when coming into pre-school and the parent is holding the child get the parent to bring the child to you whilst you are sat on a chair to comfort them.
3. If a child has fallen over then bend down to the child's height to give comfort and assess the injuries.
4. Use pushchairs supplied by the pre-school to move children any distances.



5. If you need a child to move to another area i.e., at circle time, firstly ask them, allowing them 10 seconds processing time, then ask them again holding out your hand, if this is not successful gently guide them to where you need them to be, do not pick them up.
6. If a child requires help to get onto equipment avoid lifting and instead provide a step. As the children independently mount the equipment give them verbal instruction and supervise them well.

**Only Pinvin Pre-school staff are able to carry children and only if they have exhausted the above guidelines. Students, parent helpers and pregnant staff members will not be permitted to carry children.**

If you feel you have no option but to carry a child, for instance a child has fallen asleep on you, or they are struggling to walk some distance, follow the guidelines below:

- ✓ Do not place the child on your hip, carry them directly in front of you in order to balance their weight equally.
- ✓ Wherever possible, avoid carrying the child a long distance, take breaks if possible.
- ✓ If in the outdoor environment, walk with care and keep to proper pathways.

### **The Environment**

Ensure that the surroundings are safe. Flooring must be even and not slippery, lighting must be adequate, and the temperature and humidity must be suitable. Remove obstructions and ensure that the correct equipment is available.

### **The Individual**

It is the responsibility of the employee to not put themselves at risk, to act with caution and follow the above procedures when moving and handling. For more information please see:

<https://www.hse.gov.uk/pubns/manlinde.htm>

## **Key holder and Lone Working**

As a user of a shared building, we have limited access to keys for the premises, therefore keys can only be issued to those who require them to fulfil their role for the pre-school. Employees can request a key however need to meet certain criteria; the decision of who holds a key will be made by the management team in conjunction with the memorial hall committee. Our aim is to ensure employees who are entrusted with a key understand their duties as a keyholder and are aware of the potential risks of lone working.

### **Responsibilities**

As a key holder if you access the building out of hours, you could have access to children's records and staff information, it is essential that you maintain confidentiality at all times and do not leave information accessible to other users.

As a key holder you have a responsibility to report any issues regarding health and safety about the building or violations such as vandalism, breaches of security or anti-social behaviour near or around the premises. This should be reported to the manager or in more serious cases the police.

As a key holder you have a responsibility to keep your key safe, to report immediately to the manager if this becomes lost and the circumstance of this. You should never lend your key to any other person unless specifically authorised to do so.

Lone working where possible must be avoided, however should this be unpreventable you must inform the manager when you will be at the premises, for how long and for what purpose. You must be contactable by phone.

Risk assessments will be put in place for lone working and must be reviewed regularly. Key holders have a responsibility to ensure they are fully aware of potential risks and take action to mitigate any potential problems.

### **Additional responsibilities**

As the memorial hall is not our premises, key holders may have further responsibilities to the memorial hall committee. This may include attendance of memorial hall meetings, and to be on call for emergencies such as the heating failing or a fire alarm.

### **Requesting a key**

Should you believe you require a key to fulfil your duties, a formal written request must be written to the committee stating reasons for this request. The pre-school committee will meet to discuss this and liaise with the memorial hall committee to gain authorisation. If you are unsuccessful you may request a reconsideration stating further reasons why you should be a key holder. If you are still unsuccessful the committee's decision will be final.

### **Storage of potentially dangerous substances**

We have one supplier for all our cleaning products, <http://www.ttbsupplies.com/page/>

We have immediate access to all the COSHH sheets from the TTB website, which is kept regularly updated.

COSHH stands for the control of substances hazardous for health, a body of regulations introduced in Britain to govern the storage and use of such substances.

The COSHH sheets state what the risks are and what to do if they have contact with eyes or skin or are ingested. It also states where they are stored. We keep all cleaning chemicals in their original containers.

### **Suitable People**

Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If staff are taking medication that they believe may impair them, they seek further medical advice and only work directly with children if that advice is that the medication is unlikely to impair their ability to look after children. Please see the Suitable People policy for further information.

Alcohol must not be bought onto the premises for consumption.

## Safety Precautions

Area of Provision	Safety Precautions
<b>Windows</b>	<p>Low level windows are made from materials that prevent accidental breakage or are made safe.</p> <p>Windows are protected from accidental breakage or vandalism from people outside the building.</p>
<b>Doors</b>	<p>Door stops are used to prevent children getting their fingers trapped in doors.</p> <p>Exterior doors are locked at all times.</p>
<b>Floors</b>	<p>All surfaces are checked daily to ensure they are clean and not uneven or damaged.</p>
<b>Kitchen</b>	<p>Children do not have unsupervised access to the kitchen.</p> <p>All surfaces are clean and non-porous.</p> <p>There are separate facilities for hand-washing and for washing up.</p> <p>Cleaning materials and other dangerous materials are stored out of children's reach.</p>
<b>Cooking Activities</b>	<p>Children are supervised at all times; are kept away from hot surfaces and hot water; and do not have unsupervised access to electrical equipment.</p>
<b>Electrical and Gas Equipment</b>	<p>All electrical/gas equipment conforms to safety requirements and is checked regularly.</p> <p>Our boiler/electrical switchgear/meter cupboard is not accessible to the children.</p> <p>Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.</p> <p>All electrical equipment is PAT tested once a year.</p> <p>There are sufficient sockets to prevent overloading.</p> <p>The temperature of hot water is controlled to prevent scalds.</p> <p>Lighting and ventilation are adequate in all areas including storage areas.</p>

<b>Plug Sockets</b>	Due to recent publicity, questioning the safety of plug socket covers we have completed our own risk assessment, seeking advice from both the HSE and a qualified Health and Safety officer. From the advice given we have assessed the use of plug socket covers to be less of a risk than to eliminate them from the provision, this is due to the quality of our covers.
<b>Storage</b>	All resources and materials which children select are stored safely. All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.
<b>Outdoor Area</b>	<p>Our outdoor area is securely fenced.</p> <p>Our outdoor area is checked for safety and cleared of rubbish before it is used.</p> <p>Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.</p> <p>Where water can form a pool on equipment, it is emptied before children start playing outside.</p> <p>All outdoor activities are supervised at all times.</p>
<b>Hygiene</b>	<p>We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up to date with the latest recommendations.</p> <p>Our daily routines encourage the children to learn about personal hygiene.</p> <p>We have a daily cleaning routine for the setting which includes play room(s), kitchen, toilets and nappy changing areas.</p> <p>We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.</p> <p>The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.</p> <p><b>Please see our Health and Hygiene policy for further details</b></p>

<p><b>Activities</b></p> <p><b>Resources</b></p>	<p>Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.</p> <p>The layout of play equipment allows adults and children to move safely and freely between activities.</p> <p>All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.</p> <p>All materials - including paint and glue - are non-toxic.</p> <p>Sand is clean and suitable for children's play.</p> <p>Physical play is constantly supervised.</p> <p>Children are taught to handle and store tools safely.</p> <p>Children who are sleeping are checked regularly.</p> <p>Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.</p> <p>Any faulty equipment is removed, repaired or discarded.</p>
<p><b>Food and Drink</b></p>	<p>Staff that prepare and handle food receive appropriate training and understand and comply with food safety and hygiene regulations.</p> <p>All food and drink are stored appropriately.</p> <p>Adults do not carry hot drinks through the play area(s) and do not place hot drinks within reach of children.</p> <p>Snack and meal times are appropriately supervised and children do not walk about with food and drinks.</p> <p>Fresh drinking water is available to the children at all times.</p> <p>We operate systems to ensure that children do not have access to food/drinks to which they are allergic.</p>
<p><b>Transport</b></p>	<p>If children are transported in vehicles, appropriate child seats are used for the child's age and the upmost care is taken.</p> <p>Insurance and vehicle details are kept on site.</p> <p>Written permission is gained from parents/carers for the transportation of their children. If children arrive or are collected by a driver a written agreement must be made between the setting and the parent as part of our safeguarding procedures.</p>

## Policy Review

When adults in the setting become ill or have an accident this is recorded in the accident book. Alongside children's records of accidents these are reviewed termly to identify any issues that need to be addressed. This policy will be reviewed at least annually to accommodate changes from our learnings or government guidance.

The recent Coronavirus pandemic has impacted how we organise and use our premises. Specific details on this can be found in the following policies;

- Safeguarding and Child Protection
- Health and Hygiene

## Legal Framework

Health and Safety at Work Act (1974)

Management of Health and Safety at Work Regulations (1999)

Electricity at Work Regulations (1989)

Control of Substances Hazardous to Health Regulations (COSHH) (2002)

Manual Handling Operations Regulations (1992 (As amended 2004))

Health and Safety (Display Screen Equipment) Regulations (1992)

## Further Guidance

HSE Health and Safety law: what you need to know

<https://www.hse.gov.uk/pubns/law.pdf>

Health and Safety Regulation... A short guide (HSE 2003)

<https://www.hse.gov.uk/pubns/hsc13.pdf>

Working with Substances Hazardous to Health: What you need to know about COSHH (HSE)

<https://www.hse.gov.uk/pubns/indg136.pdf>

Manual Handling (HSE)

<https://www.hse.gov.uk/pubns/indg143.pdf>

## Maintaining Children's Safety and Security on Premises

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The Statutory Framework for the Early Years Foundation Stage (2017) states:

**3.55.** Providers must take reasonable steps to ensure the safety of children, staff and others on the premises.

### **Procedures: Personal safety of children**

- We ensure all employed staff have been checked for criminal records via an enhanced disclosure through the Disclosure Barring Service.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

### **Procedures: Security**

- Systems are in place for the safe arrival and departure of children. The door is manned every session by a member of staff who greets the families and ensures all children are signed in. This person is responsible for ensuring the door is always locked once adults have departed.
- The times of the children's arrivals and departures are recorded. Any communication from the parent is written in the relevant book i.e., previous incident book, collection book or general information.
- The arrival and departure times of adults, staff, volunteers and visitors are recorded in either the staff signing in sheet or the visitors' file.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during sessions.

*For further information please see our Safeguarding and Child Protection policy and Suitable People Policy.*



## Supervision of Children on Outings and Visits

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We believe that all children benefit from being taken out of the setting to explore their local surroundings or go on outings to other suitable venues. These activities enhance children's learning experiences and help build upon children's cultural capital.

### **Cultural Capital**

The Early Years Inspection Handbook for Ofsted Registered Provision (2019) explains;

**142.** Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. As part of making a judgement about the quality of education, inspectors will consider how well leaders use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged.

**143.** Some children arrive at an early year's settings with different experiences from others, in their learning and play. What a setting does, through its EYFS curriculum and interactions with educators, potentially makes all the difference for children. It is the role of the setting to help children experience the awe and wonder of the world in which they live, through the seven areas of learning.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/828465/Early\\_years\\_inspection\\_handbook.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828465/Early_years_inspection_handbook.pdf)

### **Our Aim**

- ✓ To enhance curricular and recreational opportunities for our children.
- ✓ Provide a wider range of experiences for our children than could be provided in the setting.
- ✓ Promote the independence of our children and enable them to grow and develop in new learning environments.
- ✓ To ensure we keep our children safe and secure whilst exploring outside of the setting.

## Our Procedures

- All parents/carers will be advised in writing, in advance of any proposed outing. This information will be displayed via our website, emails, notice board, letters home and dates for your diary's sections of the Home-link.
- Parents/carers will be asked to sign a consent form before any outing. Local visits to forest school, the local park and the first school are part of pre-school life and parents/ carer's will already have signed consent for these visits on their child's registration form.
- Outings are normally open to all pre-school children, even if they don't usually attend on those particular days.
- Before the outing, the supervisor in charge will visit the outing destination to complete a risk assessment. In the case of visiting a professional business such as an animal park we would use that specific company's risk assessment as this will detail their expertise. These will be made available to all parents.
- For major outings, the adult child ratio will always be at least 1:4. For each outing the adult/child ratio will be carefully considered and increased if thought necessary, taking into account venue, location, individual needs of each child and any 'risks' noted in the outings risk assessment.
- If children are taken off the nursery premises for a walk or local visit there will always be at least two members of staff and a ratio of at least 1:4 for two-year olds and 1:6 for three and four-year olds. Careful consideration will always be given to the number of children, the children's needs and type and location of the venue.

- Each member of staff will be assigned named children to ensure that; all children are individually supervised, no child goes astray, and there is no unauthorised access to children.
- Staff take a mobile phone on outings, as well as supplies of tissues, wipes, spare clothing and nappies, medicines required for individual children, a first aid kit, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children, as well as how long they will be out for.
- Staff take a list of children with them with contact numbers of parents/carers, as well as an incident book and a copy of the missing child policy.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.
- Details of the outing are recorded and a copy remains in the register, usually kept at the pre-school, in case of emergency stating:
  - ✓ The date and time of the outing,
  - ✓ The venue and mode of transport,
  - ✓ Names of all children and staff taking part in the outing,
  - ✓ Time of return from outing.

### **Crossing roads**

At Pinvin Community Pre-school we often take the children across the road to Pinvin first school so procedures need to be in place to ensure the safety of the children.

- ✓ A risk assessment is in place for crossing the road.
- ✓ Where possible we use the lollipop lady when crossing over.
- ✓ Staff wear high visibility jackets.

- ✓ Children are told the rules of crossing the road before we leave the setting, supported by visual clues, rules include; hold hands with a partner, good walking, follow the person in front.
- ✓ We line the children up in partners and wait away from the road with an adult positioned at the front, back and middle of the line dependent on number of children.
- ✓ 2 additional adults wearing their high visibility jackets will go into the road to stop traffic ensuring they stand each side of the road some distance back, holding their arms outright facing the on-coming traffic.
- ✓ The children are asked to cross and follow the adult at the front, the children are encouraged to keep moving to cross safely and quickly.
- ✓ The adults leave the road only once all the children are safely on the other side lined up by the playground gate.
- ✓ Extra support is given to those children who may need assistance to focus on road crossing.

Care is taken by staff to pair children up when crossing, encouraging older children to support younger ones so they can learn through good role modelling

We have regular visits from the local lollipop lady who comes and talks with the children about road safety.

## Risk Assessment

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As an employer and a childcare provider, we have a legal duty to manage the health and safety of the setting and to keep all our users safe. Responsibilities are to our children, families, employees, volunteers and other professionals. Risk assessments support us in identifying and having an awareness of hazard and risk. Legislation requires all those individuals in the given workplace to be responsible for the health and safety of premises, equipment and working practices.

**A Risk Assessment is:** taking note of aspects of your workplace and activities that could cause harm, either to yourself or to others, and deciding what needs to be done to prevent that harm, making sure this is adhered to and updated when necessary.

The law does not require that all risk is eliminated – but that ‘reasonable precaution’ is taken. This is particularly important when balancing the need for children to be able to take appropriate risks through physically challenging play. Children need the opportunity to work out what is not safe and what they should do when faced with a risk.

### 5 Step Process

Our risk assessment procedure follows a 5-step process;	
1	Identification of risk – where is it and what is it?
2	Who is at risk – for example childcare staff, children, parents, visitors, kitchen assistants?
3	Assessment as to the level of risk as high, medium, low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did
4	Control measures to reduce/eliminate risk – what do I need to do – or ensure others will do – in order to reduce that risk?
5	Monitoring and review – How do I know if what I have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

## Procedures

Our risk assessment process covers adults and children and includes:

<b>1</b>	Determining where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we are managing risks if asked by parents and/or carers and inspectors.
<b>2</b>	Checking for and noting hazards and risks indoor and outside, in relation to our premises and activities
<b>3</b>	Assessing the level of risk and who might be affected
<b>4</b>	Deciding which areas need attention
<b>5</b>	Developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.

There are standard health and safety procedures for all areas of the setting. These are added to or modified according to the individual risk assessment, thereby ensuring that procedures meet the specific requirements of the setting.

### At Pinvin Community Pre-school we;

- ✓ Complete risk assessments on a daily basis, these are always completed before the sessions start by different members of staff, this helps all staff recognise the possible hazards in the setting.
- ✓ Complete an annual risk assessment as part of our insurance renewal in July, this is provided by the Pre-school Learning Alliance and is a very detailed document covering many aspects of the running of the pre-school.
- ✓ Additional risk assessments are always completed; for trips (including transport), for children with medical needs, behavioural problems, for forest school and for any other activity where hazards have been identified.
- ✓ Risk assessments are monitored and reviewed by the Manager, Health and Safety Officer and Committee. This list is not exhaustive and any situation that occurs in pre-school which highlights a possible hazard to a child, learner, staff member, parent or visitor will be addressed and a risk assessment put in place.

## Training

Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our Health and Safety policy and procedures and understand their shared responsibility for health and safety.

Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.

Health and Safety posters are displayed in the kitchen and storage cupboards as a visual reminder to staff, learners and volunteers.

Health and Safety issues are discussed weekly at management meetings and are part of the agenda for any supervisions or team meetings.

Our commitment to meeting our statutory duties mean that Health and Safety threads through everything we do at Pinvin Community Pre-school this ensures everyone understands their responsibility to report any potential hazards to the management team in a timely manner.

**Pinvin Community Pre-school Designated Health and Safety  
Officer is Emily Corfield**

## Further Information

Please see other policies for more information on risk assessment; Safeguarding and Child Protection; Health and Hygiene; Safety and Suitability of Premises; Environment and Equipment; Suitable People; Information and Records (including GDPR); Self-regulation in the Early Years; Equality and Diversity; SEND in the Early Years; The Role of the Early Years Educator; Covid-19 Response.

Current Risk Assessments can be found in the appendices section.

## Fire Safety and Emergency Evacuation

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Pinvin Community Pre-school recognises that we must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of a fire or any other emergency and must have an emergency evacuation procedure in line with the Statutory Framework for the Early Years Foundation Stage (2017);

**3.55.** Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and must have an emergency evacuation procedure. Providers must have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order. Fire exits must be clearly identifiable, and fire doors must be free of obstruction and easily opened from the inside

### Our Procedures

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. We have a nominated fire marshal who is familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as the local Fire Officer, or Fire Safety Consultant.

- The basis of fire safety is Risk Assessment. These are carried out by a 'competent person'. **The Health and Safety Officer is Emily Corfield**
- As Pinvin Community pre-school is in rented premises we will ensure that we have a copy of the buildings 'fire safety risk assessment' and will contribute to regular reviews.
- Risk assessments for mobility, visually or any other condition that may require assistance will be carried out to ascertain if a PEEP plan is needed.
- Fire doors are clearly marked, never obstructed and easily opened from the inside.



- Smoke detectors/alarms and fire-fighting appliances that conform to BSEN standards are fitted in appropriate high-risk areas of the building and are checked as specified by the manufacturer.
- Emergency lighting is in good working order and checked regularly.
- All electrical equipment is PAT tested annually by a qualified person.
- We avoid using inflammable materials

Our emergency evacuation procedures are approved by the Fire Safety Officer and are:

1. Clearly displayed in the premises.
2. Explained to new members of staff, volunteers and parents.
3. Practised regularly (every half term) and at different times to ensure all staff and children experience fire drills.
4. Records are kept of fire drills and the servicing of fire safety equipment.

### **Fire Drills**

The fire drill is used so children and adults build confidence in what they must do to stay safe. We use different exits each time so children become familiar with the location of the fire doors. The fire drill allows children to experience where our fire assembly point is and the importance of answering to the register. We use this time to educate children on fire safety and would normally follow up a fire drill with activities based around this theme.

Fire drills are recorded both in the preschools fire drill file and also the memorial hall document, to ensure our landlord is aware of fire drills undertaken. We record;

- ✓ Date and time of drill.
- ✓ Number of children and adults.
- ✓ How long it took.
- ✓ Any problems or notable factors that may have helped or hindered the drill.
- ✓ Any further action taken to improve the drill procedure.

After a fire drill we would inform parents that this has taken place so they can share this learning at home.

## **FIRE SAFETY EVACUATION PROCEDURE**

Every session displayed on the daily checklist in the main room states which adult is responsible for which job should there be a fire or fire drill. These jobs include; lining the children up by fire door, check the kitchen, check the toilets, count the children, pick up fire box (this should contain; register, phone, child contact details file, fire Marshall hi-vis jacket and first aid kit.

On the sound of the alarm the children are lined up single file at the safest, most accessible fire door. All staff carry out their set job as detailed on daily plan.

The building is evacuated as quickly and safely as possible. Children are counted and escorted out of the building to the evacuation point which is located at the far side of the car park to the silver gate, which leads onto the field.

Additional staff members would check all areas (If there was a child or adult missing, when first headcount was done).

If there is a disabled child or adult then a personal peep plan would be followed

All persons will assemble at the evacuation point.

Children are reassured and talked to about the importance of the register and a register is taken including ensuring all staff/visitors are accounted for too.

In the case of a real fire the fire brigade would be informed at the earliest possible moment (999). We would state our grid reference;

**The grid reference of the pre-school is: SO953486**

**Postcode WR10 2ER**

**Our contact no 07548 670303 or 07548 670296**

No person will re-enter the building.

In the case of a real fire the pre-school children will be taken to Pinvin First school, as a safe holding place until parents and carers can all be contacted. Children will be reassured and the leader will set about contacting parents, and making collection arrangements as required.

In the case of a real fire, we would then follow the advice of the Fire Safety Officer and inform HSE and Ofsted.

## **Emergency Evacuation Procedure - STOP**

A situation may arise where an emergency evacuation is required when outside of the pre-school building, this could be due to a rogue dog, a hazardous substance in the atmosphere, or a suspicious person. In these cases, a procedure is required to bring all the children and educators together and evacuate the area swiftly and safely. The procedure we follow is shown below;

- The manager quickly assesses the situation and decides to evacuate the immediate area.
- The manager blows a whistle and shouts STOP.
- All children come together, encouraged by educators, with support given to younger children and those needing extra support.
- A register is taken and the children are taken to safety.
- The emergency services are called if the situation is deemed necessary and the incident is logged in the incident records book/file.
- A risk assessment is completed to highlight potential future risks.

This procedure will be practised half termly so all educators and children are aware of this evacuation procedure. This drill will be recorded stating the number of adults and children, the date and time of the drill, the time it took to come together and any areas for improvement.

## **Adverse Weather Procedures**

In the case of adverse weather, we would try and ensure any decisions we make to close the pre-school are in line with the Pinvin Federation.

In prolonged bad weather situations such as snow, we would recommend that parents listen to local radio to hear about closures.

If bad weather was to occur during the day the manager would keep a very close eye on what is happening in the local area and make an informed decision on whether to close the pre-school to ensure safety to parents, children and staff.

In the case of enforced closure, we would keep the children safe and reassured and contact all parents.

We would stay with all children until all parents or nominated persons, as per registration form, have collected their children.

We would always ensure at least 2 members of staff are left with any children not being able to be picked up straight away and not leave until all children are accounted for.

In the case of our premises becoming damaged and not deemed safe we would take all children and staff over to our safe place the Pinvin Federation site.

## **Critical Incident**

A critical incident is any dangerous occurrence which may be an event that causes injuries or fatalities or an event that does not cause an accident but could have done so such as a gas leak. These incidents may include;

- Break in, burglary, theft of personal or the settings property
- An intruder gaining unauthorised access to the premises
- Fire, flood, gas leak or electrical failure
- Abduction or threatened abduction of a child
- Attack on member of staff or parent on the premises or nearby
- Any racist incident involving staff or family on the premises
- Death of a child
- Terrorist attack or threat of one.
- Suspicious package

This list is not exhaustible. In the event of any of the above the evacuation procedure would be followed and the manager would make a decision on the 'safe place' to evacuate to, or whether to send the children home dependent on the situation.

### **National Emergency**

In the case of a national emergency our priority is to keep children safe and reassured. We would contact parents to collect their child and follow the above procedures.

### **Lockdown procedures**

Most existing procedures for handling an emergency will involve evacuation of the premises and will be focused on an event happening in the building. However, in some situations, it is likely we may be advised to stay put (lockdown) rather than evacuate the premises.

If an emergency happens the manager must act quickly to assess the likelihood of immediate danger. In most cases the assumption should be that it is safer to stay put and place the setting into 'lockdown' until the emergency services arrive.

As soon as the emergency services arrive it is essential staff comply with instructions at all times.

### **Upon alert to lockdown**

- Stay calm.
- Ensure educators and children stay in their designated areas. Stay in the room you are working in, secure all doors and windows and await further instructions.
- Close curtains and blinds where possible.
- Stay away from windows and doors.
- Stay low and keep calm, it might be an idea to rehearse this with children in an age-appropriate way, in the same way that you would rehearse fire evacuation.
- Tune into a local TV or radio station for more information.
- Do NOT make non-essential calls on mobile phones or landlines.

- If the fire alarm is activated, remain where you are and await further instructions from emergency services unless the fire is in your area. In which case, move to the next room/area, following your usual fire procedures.

### **Be alert**

- Do NOT open the door once it has been secured until you are officially advised 'all clear' or are certain it is emergency services at the door.
- Do NOT travel down long corridors.
- Do NOT assemble in large open areas.
- Do NOT call 999 again unless you have immediate concern for your safety, the safety of others, or feel you have critical information.

### **Following the lockdown**

- Co-operate with the emergency services to help in an orderly evacuation.
- Ensure you have the register and children's details with you.
- Any staff or children who have witnessed an attack or incident will need to tell the police what they saw.
- The police may require other individuals to remain available for questioning.

### **Managing parents**

- In the event of an incident, it is inevitable parents will want to come to the setting and collect their children immediately. They must be discouraged from doing so, until the emergency services give the all clear.
- Even then, depending on the severity and type of incident, children may need to be checked by medical teams or questioned by the police.
- It must be made absolutely clear to parents that you will be acting on the advice of the emergency services at all times.
- With regard to getting information to parents during 'lockdown', you must use the existing systems you have in place for sending group messages, such as social media, text, emails. Discourage parents from ringing you directly for further updates during 'lockdown'; it will be vital your phone lines remain clear.

## Threat levels

Threat levels are designed to give a broad indication of the likelihood of a terrorist attack.

LOW	means an attack is unlikely.
MODERATE	means an attack is possible but not likely.
SUBSTANTIAL	means an attack is a strong possibility.
SEVERE	means an attack is highly likely.
CRITICAL	means an attack is expected imminently.

Members of the public must always remain alert to the danger of terrorism and report any suspicious activity to the police on 999 or the anti-terrorist hotline: 0800 789 321.

**For non-emergency calls to the police, call 101.**

## Animals in the Setting

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Children learn about the natural world, its animals and other living creatures, as part of the Learning and Development Requirements of the Early Years Foundation Stage. This may include contact with animals, or other living creatures, either in the pre-school or on visits. We aim to provide these exciting opportunities for children but ensuring that this is in accordance with sensible hygiene and safety controls.

### Procedures

- ✓ We take account of the views of parents and children when selecting an animal or creature to keep as a pet in the setting.
- ✓ We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.
- ✓ We provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.
- ✓ We ensure the correct food is offered, at the right times.
- ✓ We make arrangements for weekend and holiday care for the animal or creature.
- ✓ We register with the local vet and make sure all vaccinations and other regular health measures, such as de-worming, are up-to-date and recorded.
- ✓ Children are taught correct handling and care of the animal or creature and are supervised.
- ✓ Children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
- ✓ Staff wear disposable gloves when cleaning housing or handling soiled bedding.
- ✓ If animals or creatures are brought in by visitors to show the children, they are the responsibility of their owner
- ✓ The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.



## Visits to farms

Before a visit to a farm, a risk assessment is carried out - this may take account of safety factors listed in the farm's own risk assessment, which must be viewed.

- ✓ The outings procedure is followed.
- ✓ Children wash their hands after contact with animals.
- ✓ Outdoor footwear worn to visit farms is cleaned of mud and debris and must not be worn indoors.

## Lambing

*Taken from HSC Public Health Agency (2015) .*

Dr Lorraine Doherty, Assistant Director of Public Health (Health Protection) at the PHA, said: "Pregnant women who come into close contact with sheep during lambing may be risking their own health and that of their unborn child from infections that can be transferred from ewes. It is also important to note that cows and goats which have recently given birth can also carry similar infections.

"The PHA is advising women who are, or think they may be pregnant, to reduce their risk of miscarriage and infection by avoiding close contact with sheep during lambing season, which runs until around April.

To avoid the possible risk of infection, pregnant women are advised that they should:

- not help to lamb or milk ewes;
- avoid contact with aborted or new-born lambs and with the afterbirth, birthing fluids or materials (e.g., bedding) contaminated by birth fluids;
- avoid handling clothing, boots, etc which have come into contact with ewes or lambs.

Pregnant women should seek medical advice if they experience fever or influenza-like symptoms, or if they are concerned that they could have acquired infection from a farm environment.

## No Smoking

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We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking environment - both indoors and outdoors. The term smoking refers to both cigarettes, roll-ups and E-Cigarettes.

The Statutory Framework for the Early Years Foundation Stage (2017) states;

**3.56.** Providers must not allow smoking in or on the premises when children are present or about to be present.

### Procedures

- ✓ All staff, parents and volunteers are made aware of our No-smoking Policy.
- ✓ We display no-smoking signs.
- ✓ Smoking is not allowed on the premises, both indoors and outdoors and is stated in our registration pack for parents.
- ✓ If children use any public space that has been used for smoking, members of staff ensure that there is adequate ventilation to clear the atmosphere.
- ✓ Staff who smoke do not do so during working hours, unless on a break and off the premises.
- ✓ Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.

### Support

We recognise that quitting smoking can be a huge challenge which can impact people in many ways from increasing stress levels, effecting moods and impacting appetite and weight gain. We will support our employees during this process and signpost them to external help.

<https://www.nhs.uk/smokefree>

## Appendices: Risk Assessment

001	Child that mouths
002	COSHH: Storage of substances
003	Manual Handling
004	Fire Safety
005	Food Hygiene
006	Allergic reactions
007	Toileting management
008	Outdoor learning
009	Kitchen Area
010	Mealtimes
011	Cooking activities
012	Craft and Sensory play
013	Stay and Play sessions in setting
014	Risky play and Challenge
015	Travelling in vehicles
016	Swimming
017	Visits to farms/parks
018	Visits to Pinvin Federation site
019	Local Walks including visits to church
020	Visits to public places i.e., library, Co-op, towns etc.
021	Visits to old people's home
022	Security of premises and lone working

**These risk assessments will be added to throughout the year as required. Please see the settings Risk Assessment file for more recent risk assessments.**

RISK MANAGEMENT ASSESSMENT										
Title (Activity/Job/ Premises)	Child: EB Risk of choking as mouther.	Reference No:	001		Likelihood	Risk/Severity				
						1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic
Location	Whole setting inside and outside	Assessor Name(s)	Zoe Corfield		1 Rare	1 Low	2 Low	3 Low	4 Moderate	5 Moderate
					2 Unlikely	2 Low	4 Moderate	6 Moderate	8 High	10 High
Authorising Manager	Bobby Pearson	Authorising Manager Signature	<i>Bobby Pearson</i>		3 Possible	3 Low	6 Moderate	9 High	12 High	16 Extreme
					4 Likely	4 Moderate	8 High	12 High	16 Extreme	20 Extreme
Overall Rating	<b>9</b>	Review Date	01/09/2020		5 Almost Certain	5 Moderate	10 High	16 Extreme	20 Extreme	26 Extreme
Task/Equipment /Materials/ Activity, etc.	Hazard	(Risk) Consequences	Who is at risk	Existing Controls currently used. (What are we doing now?)	Risk Evaluation			Additional control/precautionary measures required	By whom and when	
					Severity	Likeli- hood	Rating			
Meal and snack times.	Choking	Choking, danger to life.	EB.	1:1 Supervision during meal/snack times.	3	2	6	All staff to be aware especially when routine changes i.e. trips.	BP March 2019	
Toys and resources.	Choking	Choking, danger to life.	EB.	Resources and equipment risk assessed daily. Firm rules and boundaries in place regarding mouthing. Extra awareness in team of her mouthing tendencies.	3	4	12	Key person to work with parents to establish the reasons for this behaviour and to offer alternative stimulus. All staff refreshed on paediatric first aid in regards to a choking child	JR March 2019	

RISK MANAGEMENT ASSESSMENT										
Title (Activity/Job/ Premises)	COSHH: Storage of harmful substances	Reference No:	002		Likelihood	Risk/Severity				
						1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic
Location	Whole setting inside and outside	Assessor Name(s)	Zoe Corfield		1 Rare	1 Low	2 Low	3 Low	4 Moderate	5 Moderate
					2 Unlikely	2 Low	4 Moderate	6 Moderate	8 High	10 High
Authorising Manager	Bobby Pearson	Authorising Manager Signature	Bobby Pearson		3 Possible	3 Low	6 Moderate	9 High	12 High	16 Extreme
					4 Likely	4 Moderate	8 High	12 High	16 Extreme	20 Extreme
Overall Rating	4	Review Date	01/09/2020		5 Almost Certain	5 Moderate	10 High	16 Extreme	20 Extreme	26 Extreme
Task/Equipment /Materials/ Activity, etc.	Hazard	(Risk) Consequences	Who is at risk	Existing Controls currently used. (What are we doing now?)	Risk Evaluation			Additional control/precautionary measures required	By whom and when	
					Severity	Likeli- hood	Rating			
Kitchen	Poisoning	Children coming in contact with poisonous substances	All	All harmful substances are stored in a lockable unit. Children are not allowed in the kitchen unsupervised. COSHH sheets are available in the COSHH file with COSHH sheets for products from main supplier available on line <a href="http://www.tbssupplies.com/page/">http://www.tbssupplies.com/page/</a>	4	1	4	Educate parents about risks at home to teach children dangers i.e. washing liquid tabs.  Revise staff knowledge on first aid procedures for ingestion of chemicals. Update COSHH file.	BP Home-link  HSMG Autumn term	
Outdoors	Poisoning	Children coming into contact with poisonous substances	All	All harmful substances are stored in a lockable unit.	4	1	4	Educate children to not touch objects when outside the building.	All On-going	

RISK MANAGEMENT ASSESSMENT										
Title (Activity/Job/ Premises)	Manual Handling	Reference No:	003		Likelihood	Risk/Severity				
						1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic
Location	All Employees	Assessor Name(s)	Zoe Corfield		1 Rare	1 Low	2 Low	3 Low	4 Moderate	5 Moderate
Authorising Manager	Bobby Pearson	Authorising Manager Signature	<i>Bobby Pearson</i>		2 Unlikely	2 Low	4 Moderate	6 Moderate	8 High	10 High
Overall Rating	<b>8</b>	Review Date	01/09/2020		3 Possible	3 Low	6 Moderate	9 High	12 High	16 Extreme
Task/Equipment /Materials/ Activity, etc.	Hazard	(Risk) Consequences	Who is at risk	Existing Controls currently used. (What are we doing now?)	Risk Evaluation			Additional control/precautionary measures required	By whom and when	
					Severity	Likeli- hood	Rating			
Comforting children	Picking up and carrying children around the setting	Impact to health from general wear and tear	All adults	Manual Handling procedures specified in Safety and Suitability of Premises, Environment and Equipment policy.	2	4	8	Team to be signposted to policy and procedures to ensure they are not putting self at risk. Discussion in team meeting for other strategies where we can comfort younger children with less risk to ourselves of injury	BP Team meeting  Staff Newsletter	
Nappy changing	Over stretching for equipment. Having to get onto floor level	Impact to health – sprains and muscle injury	All adults	Manual Handling procedures specified in Safety and Suitability of Premises, Environment and Equipment policy	2	4	8	As above.  Nappy area to be permanently moved to Willow and Maple space for ease.	As above	

Storing objects	Dropping objects on oneself, tripping, falling and causing physical harm to self or others.	Impact to health; sprains, muscle injury. In worst case scenario head injury from falling.	All adults	Manual Handling procedures specified in Safety and Suitability of Premises, Environment and Equipment policy	3	3	9	Storage cupboard redesigned so safer usage – Ensure remains in good state. Ensure equipment in good state of repair i.e. ladder and step.	All at all times.
Moving Equipment	Strains and back injuries.	Impact to health – sprains and muscle injury. Dropping equipment and harming others.	All adults	Manual Handling procedures specified in Safety and Suitability of Premises, Environment and Equipment policy	3	3	9	Team to be signposted to policy and procedures to ensure they are not putting self at risk.	BP

RISK MANAGEMENT ASSESSMENT										
Title (Activity/Job/ Premises)	Fire Safety	Reference No:	004		Likelihood	Risk/Severity				
						1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic
Location	All Employees	Assessor Name(s)	Zoe Corfield		1 Rare	1 Low	2 Low	3 Low	4 Moderate	5 Moderate
Authorising Manager	Bobby Pearson	Authorising Manager Signature	<i>Bobby Pearson</i>		2 Unlikely	2 Low	4 Moderate	6 Moderate	8 High	10 High
Overall Rating	8	Review Date	01/09/2020		3 Possible	3 Low	6 Moderate	9 High	12 High	16 Extreme
					4 Likely	4 Moderate	8 High	12 High	16 Extreme	20 Extreme
					5 Almost Certain	5 Moderate	10 High	16 Extreme	20 Extreme	26 Extreme
Task/Equipment /Materials/ Activity, etc.	Hazard	(Risk) Consequences	Who is at risk	Existing Controls currently used. (What are we doing now?)	Risk Evaluation			Additional control/precautionary measures required	By whom and when	
					Severity	Likeli- hood	Rating			
Storing of rubbish	Materials setting alight inside or near building	Fire: risk to life	All	Internal bins are emptied daily. External bins are emptied 2- weekly. We have enough bins to ensure all rubbish is contained within them and not outside of them. Excess rubbish is disposed of at the local tip.	4	2	8	Ensure bins are moveable and not chained. Check them on entry and exit to setting to ensure safe.	HSM	
Electrical faults	Equipment setting alight in building	Fire: risk to life	All	All electrical equipment is PAT tested annually. Electrical goods are brought from reputable companies.  After seeking advice, we have assessed the use of plug socket covers to be less of a risk than to eliminate them from the	4	2	8	Remind staff to report any concerns regarding electrical goods in the setting.  Maintain quality of plug socket covers.	HSM	



				provision (this is due to the quality of our covers). Ensure computers and equipment with internal fans are free from clutter to allow air to circulate.				Remind staff of importance of good housekeeping.	
Fire alarm when pre-school setting in progress	Adults and children not able to safely evacuate	Fire: Risk to life	All	<p>Fire drill checklists are updated daily with roles clearly defined.</p> <p>Daily risk assessments completed to ensure the building and equipment are safe i.e. clear access to fire doors.</p> <p>Emergency lights and fire alarm points checked weekly by competent person.</p> <p>Fire drills completed 6 weekly and documented both in the preschool log and memorial hall log.</p> <p>Annual fire safety checks by local authority.</p> <p>Shared fire risk assessment with landlord.</p> <p>See policy for more detail: 'Safety and Suitability of Premises, Environment and Equipment.</p> <p>Also, additional in-depth <b>Fire Safety risk assessment</b> in Fire Safety file.</p>	4	2	8	<p>Share revised policies with all staff and parents.</p> <p>Re-print and display fire evacuation procedure.</p> <p>Review in-depth Fire Safety Risk Assessment for September 2020.</p>	<p>HSM</p> <p>HSM</p> <p>HSM</p>

RISK MANAGEMENT ASSESSMENT										
Title (Activity/Job/ Premises)	Food Hygiene	Reference No:	005		Likelihood	Risk/Severity				
						1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic
Location	All Employees	Assessor Name(s)	Zoe Corfield		1 Rare	1 Low	2 Low	3 Low	4 Moderate	5 Moderate
Authorising Manager	Bobby Pearson	Authorising Manager Signature	<i>Bobby Pearson</i>		2 Unlikely	2 Low	4 Moderate	6 Moderate	8 High	10 High
Overall Rating	<b>6</b>	Review Date	01/09/2020		3 Possible	3 Low	6 Moderate	9 High	12 High	16 Extreme
Task/Equipment /Materials/ Activity, etc.	Hazard	(Risk) Consequences	Who is at risk	Existing Controls currently used. (What are we doing now?)	Risk Evaluation			Additional control/precautionary measures required	By whom and when	
					Severity	Likeli- hood	Rating			
Storage of foods	Food poisoning	Illness and/or risk to life	All	All open foods stored in sealed containers as per package recommendations. The date of opening displayed on the container. Stock rotation. Daily kitchen risk assessment identifies food to be disposed of.  <b>For more information:</b> Processes and procedures as read in the Health and Hygiene policy.	3	2	6	Ensure all staff have completed mandatory training in food hygiene and refresh this knowledge regularly. Ensure all staff understand the importance of the daily risk assessment and are confident to dispose of food out of date or past its best.	BP	
Consumption of foods	Food poisoning	Illness and/or risk to life	All	Processes and procedures as read in the Health and Hygiene policy.	3	2	6	As above	BP	

Cross contamination	Food poisoning	Illness and/or risk to life	All	Processes and procedures as read in the Health and Hygiene policy.  Also see additional risk assessment in Health and Hygiene policy: Covid-19.	3	2	6	Ensure all staff have completed mandatory training in food hygiene and refresh this knowledge regularly. Ensure staff use separate sinks for food and play purposes i.e. cleaning of play resources. Housekeeper to enforce and maintain strict cleaning processes.	BP
Pest control	Food poisoning	Illness and/or risk to life	All	Processes and procedures as read in the Health and Hygiene policy.  We use a reputable company for any pest control issues we may have.	3	2	6	Ensure staff can recognise the signs of unwanted vermin.	BP

RISK MANAGEMENT ASSESSMENT											
Title (Activity/Job/ Premises)	Allergic reactions	Reference No:	006		Likelihood	Risk/Severity					
						1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic	
Location	All Employees	Assessor Name(s)	Zoe Corfield		1 Rare	1 Low	2 Low	3 Low	4 Moderate	5 Moderate	
Authorising Manager	Bobby Pearson	Authorising Manager Signature	<i>Bobby Pearson</i>		2 Unlikely	2 Low	4 Moderate	6 Moderate	8 High	10 High	
Overall Rating	6	Review Date	01/09/2020		3 Possible	3 Low	6 Moderate	9 High	12 High	16 Extreme	
Task/Equipment /Materials/ Activity, etc.		Hazard	(Risk) Consequences	Who is at risk	Existing Controls currently used. (What are we doing now?)	Risk Evaluation			Additional control/precautionary measures required	By whom and when	
						Severity	Likeli- hood	Rating			
Overall Rating	6	Review Date	01/09/2020		4 Likely	4 Moderate	8 High	12 High	16 Extreme	20 Extreme	
Task/Equipment /Materials/ Activity, etc.		Hazard	(Risk) Consequences	Who is at risk	Existing Controls currently used. (What are we doing now?)	5 Almost Certain	5 Moderate	10 High	16 Extreme	20 Extreme	26 Extreme
						Severity	Likeli- hood	Rating	Additional control/precautionary measures required	By whom and when	
Allergy to food	Allergic reaction	Risk to life	Individuals	We identify those with allergies on registration documents and staff declaration forms. We create a health care plan and individual risk assessment for children or adults with known allergies. Staff will be trained in administering life- saving medication for those identified at risk.	3	2	6	Review children and staff termly for allergies and ensure health care plans and risk assessments are up to date.  Report any concerns to parents i.e. a child goes blotchy after drinking milk – advise they see their GP – Do not diagnose.	BP		
Hay fever	Allergic reaction	Affects child or adults breathing and ability to carry out normal tasks.	Individuals	We request any known health conditions to be shared on registration and staff declaration forms.	2	3	6	Ensure all staff are aware if a child suffers with hay fever so	BP		

								precautions can be taken i.e. avoiding areas where pollen particularly high.	
Allergy to animals	Allergic reaction	Affects child or adults breathing and ability to carry out normal tasks. Can cause skin irritation.	Individuals	We request any known allergies to be shared on registration and staff declaration forms. If working with animals' children and adults are reminded to practice good hygiene	2	3	6	If visiting animals outside of the setting or if we were to adopt a pre-school pet, separate risk assessments would be completed.	BP
Allergy to cleaning/ sanitary products	Allergic reaction	Cause skin irritation.	Individuals	Parents supply own baby wipes. Latex free powder free non ferile gloves.	2	3	6	If using our own products note down. Record any reactions and report to parents.	BP
Allergy to chemicals	Allergic reaction	Dizziness, irritation and general illness to include nausea.	Individuals	We request any known allergies to be shared on registration and staff declaration forms. We only use chemicals for cleaning purposes and suitable for educational settings. These are used away from children. Chemicals are stored safely as per our Health and Hygiene policy and Safety and Suitability of Premises, Environment and Equipment policy.	2	3	6	Report any reactions	BP

RISK MANAGEMENT ASSESSMENT										
Title (Activity/Job/ Premises)	Toileting Management	Reference No:	007		Likelihood	Risk/Severity				
						1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic
Location	All Employees	Assessor Name(s)	Zoe Corfield		1 Rare	1 Low	2 Low	3 Low	4 Moderate	5 Moderate
Authorising Manager	Bobby Pearson	Authorising Manager Signature	<i>Bobby Pearson</i>		2 Unlikely	2 Low	4 Moderate	6 Moderate	8 High	10 High
Overall Rating	<b>5</b>	Review Date	01/09/2020		3 Possible	3 Low	6 Moderate	9 High	12 High	16 Extreme
4 Likely	4 Moderate	8 High	12 High	16 Extreme	20 Extreme					
5 Almost Certain	5 Moderate	10 High	16 Extreme	20 Extreme	26 Extreme					
Task/Equipment /Materials/ Activity, etc.	Hazard	(Risk) Consequences	Who is at risk	Existing Controls currently used. (What are we doing now?)	Risk Evaluation			Additional control/precautionary measures required	By whom and when	
					Severity	Likeli- hood	Rating			
Changing and assisting children in toileting needs.	Over stretching for equipment. Having to work at floor level	Impact to health; sprains and muscle injury	All	Manual Handling procedures specified in Safety and Suitability of Premises, Environment and Equipment policy. All equipment required easily accessible.	2	4	8	Nappy area to be permanently moved to Willow and Maple space for ease.	BP	
Changing and assisting children.	Spreading of infection	Infection through poor hygiene controls.	All	Please read Health and Hygiene policy for clear procedures.	2	3	6	Review Health and Hygiene policy regularly.	BP	
Changing and assisting children.	Scalds from hot water in bathroom areas	Scalds	Child	Children are accompanied to the toileting areas and handwashing is supervised.	2	1	2	Regulate temperature of water through the boiler system	BP	
Changing and assisting children.	Wet floors from children using sinks and toileting accidents.	Trips and falls	All	Children supervised when using toileting areas. Toileting areas checked regularly. When cleaning floors signage is used to warn of hazards.	2	2	4	Teach children to report programs to an adult.	BP	

RISK MANAGEMENT ASSESSMENT										
Title (Activity/Job/ Premises)	Outdoor learning activities	Reference No:	008		Likelihood	Risk/Severity				
						1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic
Location	All Employees	Assessor Name(s)	Zoe Corfield		1 Rare	1 Low	2 Low	3 Low	4 Moderate	5 Moderate
Authorising Manager	Bobby Pearson	Authorising Manager Signature	<i>Bobby Pearson</i>		2 Unlikely	2 Low	4 Moderate	6 Moderate	8 High	10 High
Overall Rating	<b>6</b>	Review Date	01/09/2020		3 Possible	3 Low	6 Moderate	9 High	12 High	16 Extreme
					4 Likely	4 Moderate	8 High	12 High	16 Extreme	20 Extreme
					5 Almost Certain	5 Moderate	10 High	16 Extreme	20 Extreme	26 Extreme
Task/Equipment /Materials/ Activity, etc.	Hazard	(Risk) Consequences	Who is at risk	Existing Controls currently used. (What are we doing now?)	Risk Evaluation			Additional control/precautionary measures required	By whom and when	
					Severity	Likeli- hood	Rating			
Outdoor learning sessions	Picnic benches and park equipment	Cuts, scratches, splinters from rotting wood.	All	We check park and outdoor spaces before use. Children taught to highlight risks to adults. Broken equipment clearly marked as out of use and reported to the relevant person.	1	4	4	Daily risk assessment.	BP	
Outdoor learning sessions	Litter	Infection, poisoning, burns or cuts.	Child	Outdoor spaces are checked thoroughly before use. Children are taught not to pick up litter without a proper litter stick and with adult supervision. Children are taught not to eat anything which has not been given to them by an adult.	1	3	3	Daily risk assessment.	BP	

Forest school sessions	Log seating areas	Splinters, slips and falls	All	Children reminded of how to practice good sitting.	1	3	3	See Forest school handbook for further information.	TD
Forest school sessions	Fire pit	Burns from falling into fire, catching clothes or unsafe use of tools i.e. cooking utensils.	All	Fires to be led only by the forest school leader and assisted with at least one other adult. Children reminded of the rules each session and taught how to move around the fire pit safely. Children cooking on the fire to be supervised 1:1. A bucket of water to always be available at the fire pit. Forest school first aid kit to contain treatment for burns.	3	2	6	See Forest school handbook for further information and separate risk assessment.	TD
Playing in natural areas	Uneven ground, overgrown areas.	Stings, scratches, falls, bumps and bruises.	All	The children are taught to move around the areas safely and identify own risks. Children taught to carry sticks and other objects by sides when moving around uneven sites. Children are aware of nettles and brambles. Site to be cleared of excessive nettles or brambles.	1	4	4	Ensure staff teach children about risk positively to encourage growth mindset.	All
Use of props and resources in outdoor space	Dropping or falling over items, hitting other persons when carrying	Bruising, scratches, falls.	All	Children taught alternative ways to manoeuvre large objects.	2	3	6	Ensure staff teach children about risk positively to encourage growth mindset.	All



	large objects i.e. branches.			Educators to encourage teamwork when approaching tasks.					
Use of shovels and spades	Unaware of spatial awareness when using equipment	Knocks to head, severed fingers.	All	Children using tools are closely supervised and children taught the risks around digging areas. Appropriate footwear to be worn.	3	3	9	See Forest school handbook for further information and separate risk assessment	TD
Use of adult tools for forest school activities	Injury due to misuse.	Burns, cuts, severed fingers, bruises.	All	All forest school planned activities to have separate risk assessment and to be fully supervised by the forest school leader.	3	2	6	See Forest school handbook for further information and separate risk assessment	TD
Playing in a natural area.	Accessible plants, fungi. Animal faeces, soil and water.	Poisoning, tetanus, leptospirosis and toxocariasis.	All	Forest school leader to identify risks and remove where possible, educating all staff. Children reminded not to eat plants and to wash hands after handling soil or plants. Cuts and abrasions to be covered.	3	3	9	See Forest school handbook for further information.	TD
Physical play	Slippery surfaces, rotten wood, hidden dangers inside objects i.e. pallets/tyres. Climbing equipment to include trees and man-made structures.	Strains, splinters, falls puncture wounds.	All	Staff to risk assess area before use and warn children of possible dangers. Dangerous equipment to be out of use. Children to be supervised on climbing frame and only allowed to climb if can get up themselves. Adults to verbally instruct children. Staff to spread across area.	2	3	6	Ensure staff teach children about risk positively to encourage growth mindset	All

Den building	Injury from equipment used.	Bumps, bruises, strangulation, splinters, cuts.	All	Equipment use closely supervised. String only allowed under strict adult supervision.	3	3	9	Risk to be assessed throughout activity.	All
Play equipment	Injury due to lack of spatial awareness near big play equipment.	Bumps, bruises, scratches, and falls.	All	Zip wire to have strict rules, waiting turns and checking the space is clear before launching. Children warned not to play in the area directly in line with the zip wire. Maximum of 4 children on large swing, no children allowed to push the swing. Staff to ensure children confident on equipment before allowing independent play on this.	3	3	9	Ensure staff teach children about risk positively to encourage growth mindset	All
Weather	Injury due to weather conditions.	Bumps, falls, hypothermia, heat exhaustion, sunburn.	All	Children to play in open space during windy weather away from trees or large equipment. In wet or icy weather children are taught to use walking feet and be aware of slippery ground. Children to wear appropriate clothing for the weather, both heat and cold. Children to not be allowed outside during thunder storms.	2	3	6	Manager to balance the experience of the weather with the risk.	BP
Playing in natural area	Stings and bites	Stings and bites from plants and insects.	All	Children to be warned of dangers, first aid kit to be fully equipped to manage such injuries.	2	3	6	Positively teach children about nature i.e. bees.	All

RISK MANAGEMENT ASSESSMENT										
Title (Activity/Job/ Premises)	Kitchen Area	Reference No:	009		Likelihood	Risk/Severity				
						1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic
Location	All Employees	Assessor Name(s)	Zoe Corfield		1 Rare	1 Low	2 Low	3 Low	4 Moderate	5 Moderate
Authorising Manager	Bobby Pearson	Authorising Manager Signature	<i>Bobby Pearson</i>		2 Unlikely	2 Low	4 Moderate	6 Moderate	8 High	10 High
Overall Rating	6	Review Date	01/09/2020		3 Possible	3 Low	6 Moderate	9 High	12 High	16 Extreme
Task/Equipment /Materials/ Activity, etc.		Hazard	(Risk) Consequences	Who is at risk	Existing Controls currently used. (What are we doing now?)	Risk Evaluation			Additional control/precautionary measures required	By whom and when
						Severity	Likeli- hood	Rating		
Working in the kitchen	Cuts	Cutting self-whilst using knives.	Adults  Child	Staff use knife guards when not using and stored out of children's reach. Staff requested to pay attention when using knives. Children use age appropriate knives. Children not allowed in kitchen without adult supervision.	2	3	6	Reported accidents in the kitchen to be reviewed to re- assess risks.	BP	
Working in the kitchen	Burns and Scalds	Burns from cooker. Scalds from hot water.	Adults	Staff to wear oven gloves when retrieving food from the oven. Saucepans and pots with handles to face inwards away from direct heat source. Naked flames to not be left unattended. Care to be taken when	2	3	6		All	

			Child	using the kettle, microwave or pans to avoid steam burns. Adults to check foods and drinks at correct temperatures for children. Children to always be supervised when in the kitchen. If cooking with children ensure hot surfaces or foodstuffs are kept out of reach of children.					
Working in the kitchen	Infection control	Infections, food poisoning.	All	All staff to adhere to the Health and Hygiene Policy. Daily risk assessments used to highlight potential risks. No wellies or forest school items to be stored in the kitchen. Kitchen linen i.e. tea towels, cloths, oven gloves to be laundered daily. Chemicals are stored correctly. Staff to ensure gas rings lit when in use and gas turned off when finished cooking. Carbon monoxide monitor maintained.	3	2	6	Possibility of washing machine in setting for laundry.	BP
Working in the kitchen	Cross Contamination	Allergic reaction	All	All staff to adhere to the Health and Hygiene Policy. Allergen list to be	3	2	6	Allergy lists to be reviewed termly.	BP

				referred to when handling and preparing food.					
Working in the kitchen	Spillages	Slips and falls from spillages; oil, liquid, etc.	All	Spillages to be cleaned up immediately and as per Health and Hygiene policy with signage used to warn other users. Dropped food to be disposed of correctly. Kitchen floor to be cleaned throughout the day.	2	3	6		All
Working in the kitchen	Trip hazards	Slips, trips, falls.	All	Ensure walkways are clear and toys/resources stored sensibly.	2	3	6	Monitor.	All
Working in the kitchen	Fumes	Poisoning	All	Staff to ensure adequate ventilation when using cleaning products or in the case of a chemical spillage. In the event of a gas leak the kitchen should be well ventilated and the building evacuated.	3	2	6		All
Working in the kitchen	Pests	Illness from rodents/pests	All	Staff to be vigilant in checking for mice/rodent droppings. Signs could be strong ammonia smells, droppings, gnawed packaging or materials. If found, food to be disposed of and area deep cleaned using appropriate PPE. A pest control company would be contacted immediately.	3	2	6		All

RISK MANAGEMENT ASSESSMENT										
Title (Activity/Job/ Premises)	Meal and snack times	Reference No:	010		Likelihood	Risk/Severity				
						1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic
Location	All Employees	Assessor Name(s)	Zoe Corfield		1 Rare	1 Low	2 Low	3 Low	4 Moderate	5 Moderate
Authorising Manager	Bobby Pearson	Authorising Manager Signature	<i>Bobby Pearson</i>		2 Unlikely	2 Low	4 Moderate	6 Moderate	8 High	10 High
Overall Rating	6	Review Date	01/09/2020		3 Possible	3 Low	6 Moderate	9 High	12 High	16 Extreme
Task/Equipment /Materials/ Activity, etc.		Hazard	(Risk) Consequences	Who is at risk	Existing Controls currently used. (What are we doing now?)	Risk Evaluation			Additional control/precautionary measures required	By whom and when
						Severity	Likeli- hood	Rating		
Overall Rating	6	Review Date	01/09/2020		4 Likely	4 Moderate	8 High	12 High	16 Extreme	20 Extreme
Task/Equipment /Materials/ Activity, etc.		Hazard	(Risk) Consequences	Who is at risk	Existing Controls currently used. (What are we doing now?)	Risk Evaluation			Additional control/precautionary measures required	By whom and when
						Severity	Likeli- hood	Rating		
Overall Rating	6	Review Date	01/09/2020		5 Almost Certain	5 Moderate	10 High	16 Extreme	20 Extreme	26 Extreme
Task/Equipment /Materials/ Activity, etc.		Hazard	(Risk) Consequences	Who is at risk	Existing Controls currently used. (What are we doing now?)	Risk Evaluation			Additional control/precautionary measures required	By whom and when
						Severity	Likeli- hood	Rating		
Serving hot lunches/drinks	Burns/scalds	Burns and scalds.	All	Adults serve lunches from insulated bowls. Food and drinks served to children are cooled beforehand to an appropriate temperature.	2	1	2		All	
Serving lunchboxes	Cross contamination	Food poisoning	All	Children asked to bring only plastic lunchboxes which are easy to clean. These are stored in the fridge. Food from lunchboxes are served on plates.	2	1	2		All	
Serving snacks and meals	Cross contamination	Spread of infection/allergic reaction	All	Children taught to eat from own plate and not to share food. Children normally serve own snack using tongs. In times of increased infection, adults to serve. All staff are	2	1	2		All	

				aware of children and adult allergies and follow health care plans. Allergen lists are completed for all prepared foods on site or food brought in from external companies.					
Eating snacks and meals	Infection	Spread of infection from poor hand and respiratory hygiene	All	All staff to adhere to Health and Hygiene Policy	3	3	9	Share importance of good hand and respiratory hygiene with parents.	BP
Eating snacks and meals	Choking	Serious injury or death from choking	All	Staff to sit with children at snack and lunchtimes to closely supervise. Children to be taught how to take appropriate mouthfuls. Children to be sat when eating.	3	3	9	Separate risk assessments for individual children who are at risk of choking. i.e. mouthers.	BP

Title (Activity/Job/ Premises)	Cooking activities	011	Likelihood	Risk/Severity				
				1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic
Location	All Employees	Zoe Corfield	1 Rare	1 Low	2 Low	3 Low	4 Moderate	5 Moderate
Authorising Manager	Bobby Pearson	<i>Bobby Pearson</i>	2 Unlikely	2 Low	4 Moderate	6 Moderate	8 High	10 High
Overall Rating	6	01/09/2020	3 Possible	3 Low	6 Moderate	9 High	12 High	16 Extreme
			4 Likely	4 Moderate	8 High	12 High	16 Extreme	20 Extreme
			5 Almost Certain	5 Moderate	10 High	16 Extreme	20 Extreme	26 Extreme
Task/Equipment/ Materials/ Activity, etc.	Hazard	Who is at risk	Existing Controls currently used. (What are we doing now?)	Risk Evaluation			Additional control/precautionary measures required	By whom and when
				Severity	Likeli- hood	Rating		
Use of cooking equipment	Cuts, bruises, burns	All	Staff to ensure equipment used as per instruction and is age appropriate. Staff to supervise children at all times when using electrical equipment. Staff to keep children away from hot surfaces.	2	3	6		All
Use of cookery ingredients	Choking, allergic reaction	All	Adults to supervise task. Remind children not to eat anything unless told to do so. Allergies noted before session to ensure recipes appropriate for children.	2	2	4		All
Eating of foods	Spread of infection	All	Children to be reminded of good hand and respiratory hygiene. Children encouraged not to eat the ingredients and wait until the food ready for consumption. Children given individual equipment, and	3	3	9	Higher risk currently with Covid 19 pandemic. Please follow additional precautions as set out in the Health and Hygiene policy and	All



			ingredients so only cooking with own resources. Food made is clearly labelled and only consumed by the child who has made this. If staff are aware of food being contaminated to immediately dispose of this.				Covid-19 Risk Assessment.	
Cooking and preparing food	Slippages	All	Areas around cooking area to be kept clean and any spillages immediately cleared up. Signage to be used to warn others of wet floorings.	2	3	6		All

Title (Activity/Job/ Premises)	Craft and sensory play	012	Likelihood	Risk/Severity							
				1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic			
Location	All Employees	Zoe Corfield	1 Rare	1 Low	2 Low	3 Low	4 Moderate	5 Moderate			
Authorising Manager	Bobby Pearson	<i>Bobby Pearson</i>	2 Unlikely	2 Low	4 Moderate	6 Moderate	8 High	10 High			
Overall Rating	<b>6</b>	01/09/2020	3 Possible	3 Low	6 Moderate	9 High	12 High	16 Extreme			
4 Likely	4 Moderate	8 High	12 High	16 Extreme	20 Extreme	5 Almost Certain	5 Moderate	10 High	16 Extreme	20 Extreme	26 Extreme
Task/Equipment/ Materials/ Activity, etc.	Hazard	Who is at risk	Existing Controls currently used. (What are we doing now?)	Risk Evaluation			Additional control/precautionary measures required	By whom and when			
				Severity	Likeli- hood	Rating					
Edible items	Choking, cross contamination	Child	Any edible food play is designed as an adult led activity so children are fully supervised and able to explore safely following good hand and respiratory hygiene.	3	2	6	Edible food play to be re-assessed during periods of increased infection rates.	All			
Sensory resources	Sand in eyes, objects up noses, in ears	Child	Children are taught simple rules on how to play with sand, water and other materials.	2	3	6		All			
Use of tools	Misuse of tools and equipment	Child	Children are supervised when using scissors, or any resources that could cause harm if misused. Children are taught to transport tools safely.	2	3	6	If children regularly put items in their mouth an individual risk assessment would be written for them.	BP			
Small objects	Choking	Child	Children are closely supervised when playing with small	3	2	6		All			

			objects. These will be removed if children unable to follow rules and boundaries. Younger children do not have unsupervised access to small objects.					
Sensory play	Allergic reaction, flare up of eczema	All	We request any known allergies to be shared on registration and staff declaration forms. Sensory play will be adapted so all children can enjoy the experience i.e. use of resources sensitive to skin, different experiences to accommodate child needs.	2	3	6		All
Craft	Injury to eyes, skin etc	All	Resources are age appropriate and the craft table is supervised throughout the session.	2	3	6		All
General mess that comes from early years play	Slippages	All	Staff to maintain mess through careful planning i.e. using mats under water or sand play. Diverting activity if the area becomes to risky.	2	3	6		All

Title (Activity/Job/ Premises)	Stay and Play sessions	013	Likelihood	Risk/Severity				
				1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic
Location	All Employees	Zoe Corfield	1 Rare	1 Low	2 Low	3 Low	4 Moderate	5 Moderate
Authorising Manager	Bobby Pearson	<i>Bobby Pearson</i>	2 Unlikely	2 Low	4 Moderate	6 Moderate	8 High	10 High
Overall Rating	<b>6</b>	01/09/2020	3 Possible	3 Low	6 Moderate	9 High	12 High	16 Extreme
4 Likely	4 Moderate	8 High	12 High	16 Extreme	20 Extreme	26 Extreme		
5 Almost Certain	5 Moderate	10 High	16 Extreme	20 Extreme	26 Extreme			
Task/Equipment/ Materials/ Activity, etc.	Hazard	Who is at risk	Existing Controls currently used. (What are we doing now?)	Risk Evaluation			Additional control/precautionary measures required	By whom and when
				Severity	Likeli- hood	Rating		
Visitors in setting for stay and play sessions throughout the year	Safeguarding of children.	All	Visitors are signed in and the door is manned to ensure locked at all times. Phones of visitors are stored in the office. All visitors are read the procedures for a fire alarm and the use of the toileting areas. No visitor will be left alone with any children. Visitors are not permitted to take photographs in the setting.	4	2	8	Please read Safeguarding and Child protection policy for more information.	All
Play sessions	Choking, trips and falls.	All	Staff supervise the pre- schoolers in the session and highlight any risks to visitors i.e. uneven surfaces, activities which may not be suitable for their child due to age appropriateness. Age	2	3	6		All

			appropriate resources are available for the sessions. Parents are advised to supervise their own children at all times.					
Outdoor play	Falls, bumps, knocked by other children, behaviour incidents.	Child	When younger children are in the setting parents are advised to supervise them well. Pre-school children are taught how to behave around younger children and understand they may not know how to share, they understand how to come to an adult for help.	2	3	6		All
Lost child	Missing visiting child	Child	Visitors are registered on entry to the setting and included in numbers. Although parents are responsible for own children the preschool staff will always know the numbers in the session and the whereabouts of all adults and children.	3	2	6		All

Title (Activity/Job/Premises)	Risky Play and Challenge	014	Likelihood	Risk/Severity				
				1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic
Location	All Employees	Zoe Corfield	1 Rare	1 Low	2 Low	3 Low	4 Moderate	5 Moderate
Authorising Manager	Bobby Pearson	<i>Bobby Pearson</i>	2 Unlikely	2 Low	4 Moderate	6 Moderate	8 High	10 High
Overall Rating	<b>6</b>	01/09/2020	3 Possible	3 Low	6 Moderate	9 High	12 High	16 Extreme
			4 Likely	4 Moderate	8 High	12 High	16 Extreme	20 Extreme
			5 Almost Certain	5 Moderate	10 High	16 Extreme	20 Extreme	26 Extreme
Task/Equipment/Materials/Activity, etc.	Hazard	Who is at risk	Existing Controls currently used. (What are we doing now?)	Risk Evaluation			Additional control/precautionary measures required	By whom and when
				Severity	Likelihood	Rating		
Rough and tumble	Children hurting others in play	Child	Children are reminded of the golden rules; kind hands, kind feet, inside voices, caring for toys and being kind to each other. Rough and tumble play will be closely supervised, staff will adapt where necessary maintaining the child's interest.	2	3	6	Staff to communicate with each other on acceptable behaviours and to professionally challenge each other to gain an understanding of what risk and resilience looks like for a child at our setting.	BP to lead
Physical play	Children falling, bumps and bruises from physical exertion	Child	Children are encouraged to take risks. They are supported to problem solve and talk through ideas. Staff sensitively encourage children to evaluate own risk.	2	3	6	Staff to use the growth mindset approach and reflect on how we as adults communicate to children; instead of don't run, can you feel the slippiness of the grass?	All

Title (Activity/Job/ Premises)	Travelling in vehicles	0015	Likelihood	Risk/Severity							
				1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic			
Location	All Employees	Zoe Corfield	1 Rare	1 Low	2 Low	3 Low	4 Moderate	5 Moderate			
Authorising Manager	Bobby Pearson	<i>Bobby Pearson</i>	2 Unlikely	2 Low	4 Moderate	6 Moderate	8 High	10 High			
Overall Rating	<b>6</b>	01/09/2020	3 Possible	3 Low	6 Moderate	9 High	12 High	16 Extreme			
4 Likely	4 Moderate	8 High	12 High	16 Extreme	20 Extreme	5 Almost Certain	5 Moderate	10 High	16 Extreme	20 Extreme	26 Extreme
Task/Equipment/ Materials/ Activity, etc.	Hazard	Who is at risk	Existing Controls currently used. (What are we doing now?)	Risk Evaluation			Additional control/precautionary measures required	By whom and when			
				Severity	Likeli- hood	Rating					
Transporting children	Road traffic accident	All	All children in age appropriate car seat and wearing seatbelts (except train journeys). Adults to sit within group of children wearing a seatbelt. Walk ways are kept clear and emergency exits identified. Staff are positioned so all children are visible at the front, middle and rear of the vehicle.	5	1	5	Support parental teaching at home of the importance and legal requirement of wearing seatbelts.	All			
Transporting children	Breakdown	All	The road worthiness of the vehicle is checked by the companies own risk assessment.	1	3	3	If staff have any concerns about the roadworthiness of the vehicle, they should report this to the manager immediately.	All			

Getting on and off vehicles	Falling into road, falling down steps or onto train track.	All	Staff assist children on and off vehicles, verbally instructing them of how to remain safe. Staff will be located at the front, middle and back of the group to enable them to supervise all children when getting on and off the vehicle.	3	3	9		All
Fallen objects from luggage racks	Bumps and knocks.	All	Only small hand luggage to be stored overhead, any heavy items to be stored in luggage area or under seats. Driver to check luggage secure before setting off.	2	3	6		All
Impaired driver	Road traffic accident	All	Manager seated near the driver so can monitor driving. All other staff to supervise children throughout the journey.	5	1	5		All
Rest stops	Abduction or missing child	All	Registers are taken at regular intervals and all staff are responsible for a small group of children throughout the outing. Manager makes themselves aware of any family issues and is extra vigilant in these circumstances.	5	1	5	In case of missing child please see procedures for Supervision of Children on Outings and Visits found in the 'Safety and Suitability of Premises, Environment and Equipment Policy'.	All



Title (Activity/Job/ Premises)	Swimming	016		Likelihood	Risk/Severity				
					1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic
Location	All Employees	Zoe Corfield		1 Rare	1 Low	2 Low	3 Low	4 Moderate	5 Moderate
Authorising Manager	Bobby Pearson	<i>Bobby Pearson</i>		2 Unlikely	2 Low	4 Moderate	6 Moderate	8 High	10 High
Overall Rating	<b>8</b>	01/09/2020		3 Possible	3 Low	6 Moderate	9 High	12 High	16 Extreme
4 Likely	4 Moderate	8 High	12 High	16 Extreme	20 Extreme	26 Extreme			
5 Almost Certain	5 Moderate	10 High	16 Extreme	20 Extreme	26 Extreme				
Task/Equipment/ Materials/ Activity, etc.	Hazard	Who is at risk	Existing Controls currently used. (What are we doing now?)	Risk Evaluation			Additional control/precautionary measures required	By whom and when	
				Severity	Likeli- hood	Rating			
Children in public building	Abduction or missing child	All	Registers are taken at regular intervals and all staff are responsible for a small group of children throughout the outing. Person in charge has registers and contact details of all children.	5	1	5	In case of missing child please see procedures for Supervision of Children on Outings and Visits found in the 'Safety and Suitability of Premises, Environment and Equipment Policy'.	All	
Children in hazardous area i.e. wet slippy floors	Slips or falling into pool	All	Children are asked to walk and taught risks of the pool areas. They follow the same procedure each session, sitting at the side of the pool to have flotation devices fitted before entering water.	3	3	9		All	

Children becoming overwhelmed in swimming pool	Drowning	Child	Children have sole use of small private pool. Adults supervise children from within the pool. Flotation devices are only removed once the adult is happy the child is confident and only with 1:1 supervision.	5	2	10		All
Infection control	Becoming unwell	All	If children appear unwell, we will not take them swimming due to risk of ear infection and other cold like symptoms.	2	3	6	Children may be well enough to be in the setting but adults may conclude swimming could exacerbate their condition and enjoyment of the activity.	All

Title (Activity/Job/ Premises)	Visits to farms/parks.	017	Likelihood	Risk/Severity				
				1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic
Location	All Employees	Zoe Corfield	1 Rare	1 Low	2 Low	3 Low	4 Moderate	5 Moderate
Authorising Manager	Bobby Pearson	<i>Bobby Pearson</i>	2 Unlikely	2 Low	4 Moderate	6 Moderate	8 High	10 High
Overall Rating	<b>6</b>	01/09/2020	3 Possible	3 Low	6 Moderate	9 High	12 High	16 Extreme
			4 Likely	4 Moderate	8 High	12 High	16 Extreme	20 Extreme
			5 Almost Certain	5 Moderate	10 High	16 Extreme	20 Extreme	26 Extreme
Task/Equipment/ Materials/ Activity, etc.	Hazard	Who is at risk	Existing Controls currently used. (What are we doing now?)	Risk Evaluation			Additional control/precautionary measures required	By whom and when
				Severity	Likeli- hood	Rating		
Children in public area	Abduction or missing child	All	Registers are taken at regular intervals and all staff are responsible for a small group of children throughout the outing. Person in charge has registers and contact details of all children.	5	1	5	Please see procedures for Supervision of Children on Outings and Visits found in the 'Safety and Suitability of Premises, Environment and Equipment Policy'.	All
Physical play	Children falling, bumps and bruises from physical exertion and inappropriately aged equipment	Child	Adults to familiarise self with layout of setting and risk assess equipment before child usage. Children are encouraged to take risks. They are supported to problem solve and talk through ideas. Staff sensitively encourage children to evaluate own risk.	2	3	6	If we are visiting a new setting on a trip, we will send an advance party beforehand to risk assess and plan the trip. We will also ask to see the settings own risk assessment.	BP

							Staff to use the growth mindset approach and reflect on how we as adults communicate to children; instead of don't run, can you feel the slippiness of the grass?	All
Animal petting	Bites, bumps, infection.	All	Children to be warned of dangers, first aid kit to be fully equipped to manage such injuries. Hands to be washed after petting or feeding animals.	2	3	6	Positively teach children about animal care.	All
Toileting	Infection, burns from washing facilities	All	Staff to supervise children when toileting, ensuring good hygiene measures are followed. Spare wipes, toilet paper and alcohol gel will be readily available. Staff to check temperature of water and dryers before child usage.	2	3	6	Please see procedures for Supervision of Children on Outings and Visits found in the 'Safety and Suitability of Premises, Environment and Equipment Policy'.	All
Emergency Evacuation	Injury or death	All	Manager to familiarise self and staff with setting. Emergency exits will be signposted to all staff with instructions on what to do in an emergency procedure.	2	3	6		All
Pregnant adults	Miscarriage	Adults	Adults are made aware of risks to pregnancy from contact with certain animals i.e. lambing.	3	3	9	Please see Animals in the setting procedure in the 'Safety and Suitability of Premises, Environment, and Equipment Policy'	All

Title (Activity/Job/Premises)	Visits to Pinvin Federation site	018	Likelihood	Risk/Severity				
				1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic
Location	All Employees	Zoe Corfield	1 Rare	1 Low	2 Low	3 Low	4 Moderate	5 Moderate
Authorising Manager	Bobby Pearson	<i>Bobby Pearson</i>	2 Unlikely	2 Low	4 Moderate	6 Moderate	8 High	10 High
Overall Rating	<b>5</b>	01/09/2020	3 Possible	3 Low	6 Moderate	9 High	12 High	16 Extreme
			4 Likely	4 Moderate	8 High	12 High	16 Extreme	20 Extreme
			5 Almost Certain	5 Moderate	10 High	16 Extreme	20 Extreme	26 Extreme
Task/Equipment/Materials/Activity, etc.	Hazard	Who is at risk	Existing Controls currently used. (What are we doing now?)	Risk Evaluation			Additional control/precautionary measures required	By whom and when
				Severity	Likelihood	Rating		
Children in school building	Missing child due to unfamiliar surroundings	All	Children and adults sign in at the middle school reception desk. Registers are taken at regular intervals and all staff are responsible for head counting the children. Children are supervised by an adult when using the school toileting facilities. All gates are padlocked.	4	1	4	Children and adults to always be signed in at reception	All
Use of playground and equipment	Knocks by other children, injury from equipment, trips on surfaces.	Child	Clear rules and boundaries regarding use of equipment. The playground will only be used when small groups of children are out to avoid overcrowding. Children will wear appropriate footwear to prevent unnecessary falls.	2	3	6		All

Access to areas not maintained by pre-school	Injury or poisoning.	Child	If using forest school site, this needs to be risk assessed prior to visit. Any hazards highlighted to staff, children and school caretaker.	3	2	6		All
Emergency Evacuation	Danger to life	All	The pre-school is included in emergency evacuation drills run by the school if on the premises at the time.	4	1	4	Staff to familiarise self with school emergency procedures.	All

Title (Activity/Job/ Premises)	Local walks including to church	019	Likelihood	Risk/Severity				
				1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic
Location	All Employees	Zoe Corfield	1 Rare	1 Low	2 Low	3 Low	4 Moderate	5 Moderate
Authorising Manager	Bobby Pearson	<i>Bobby Pearson</i>	2 Unlikely	2 Low	4 Moderate	6 Moderate	8 High	10 High
Overall Rating	<b>5</b>	01/09/2020	3 Possible	3 Low	6 Moderate	9 High	12 High	16 Extreme
			4 Likely	4 Moderate	8 High	12 High	16 Extreme	20 Extreme
			5 Almost Certain	5 Moderate	10 High	16 Extreme	20 Extreme	26 Extreme
Task/Equipment/ Materials/ Activity, etc.	Hazard	Who is at risk	Existing Controls currently used. (What are we doing now?)	Risk Evaluation			Additional control/precautionary measures required	By whom and when
				Severity	Likeli- hood	Rating		
Crossing the road and walking through village	Knocked over by a vehicle	All	Children wear hi-vis jackets, unless walking 1:1 with an adult. Adult to walk on outside of pavement, nearest to the road. If group of children; adults positioned at front, middle and back of line. Children hold hands with suitable partner. Adults support children that are younger or likely to be distracted. Rules around road safety re-enforced with all children. If crossing the road staff stop the traffic flow to allow children to cross safely.	4	1	4	Staff to use public footpaths rather than roads if safe to do so.	All

Children in public areas	Abduction or missing child	All	Registers are taken at regular intervals and all staff are responsible for a small group of children throughout the outing.	5	1	5	Please see procedures for Supervision of Children on Outings and Visits found in the 'Safety and Suitability of Premises, Environment and Equipment Policy'.	All
Access to areas not maintained by pre-school	Injury or poisoning.	Child	Staff aware of risks during walk and on arrival to destination. i.e. stinging nettles, roads, farm vehicles, berries, church furnishings etc. This is to be discussed before trip commences.	3	2	6		All
Emergency Evacuation	Danger to life	All	Manager to establish location of emergency exits and plan for an emergency evacuation. Manager to be aware of the use of local fields for livestock and avoid these areas if in use.	5	1	5	Staff to familiarise self with emergency evacuation procedures.	All



Title (Activity/Job/Premises)	Visits to public spaces i.e. library, Co-op and town	020	Likelihood	Risk/Severity				
				1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic
Location	All Employees	Zoe Corfield	1 Rare	1 Low	2 Low	3 Low	4 Moderate	5 Moderate
Authorising Manager	Bobby Pearson	<i>Bobby Pearson</i>	2 Unlikely	2 Low	4 Moderate	6 Moderate	8 High	10 High
Overall Rating	5	01/09/2020	3 Possible	3 Low	6 Moderate	9 High	12 High	16 Extreme
			4 Likely	4 Moderate	8 High	12 High	16 Extreme	20 Extreme
			5 Almost Certain	5 Moderate	10 High	16 Extreme	20 Extreme	26 Extreme
Task/Equipment/Materials/Activity, etc.	Hazard	Who is at risk	Existing Controls currently used. (What are we doing now?)	Risk Evaluation			Additional control/precautionary measures required	By whom and when
				Severity	Likelihood	Rating		
Crossing the road and walking through town	Knocked over by a vehicle	All	Children wear hi-vis jackets and hold hands with a suitable partner at all times. Adult to walk on outside of pavement, nearest to the road. If group of children; adults positioned at front, middle and back of line. Adults support children that are younger or likely to be distracted. Rules around road safety re-enforced with all children. If crossing the road staff use pedestrian crossings to allow children to cross safely.	4	1	4	Additional ratios in place when in busier areas.	All
Children in public areas	Abduction or missing child	All	Registers are taken at regular intervals and all staff are responsible for a small group of children throughout the outing.	5	1	5	Please see procedures for Supervision of Children on Outings and Visits found in the	All

							'Safety and Suitability of Premises, Environment and Equipment Policy'.	
Access to areas not maintained by pre-school	Injury or poisoning.	Child	Adult to risk assess visit beforehand to identify hazards such as; entering and exiting the building (automatic doors), using lifts, moving around the building safely to avoid hazards in pathways. When visiting shops children to be reminded of rules on touching objects and given clear instruction on expectations. If using adult equipment i.e. shop tills/computers, children must be supervised 1:1.	3	2	6	Manager to see setting risk assessment prior to visit.	All
Emergency Evacuation	Danger to life	All	Manager to establish emergency exits and plan for an emergency evacuation.	5	1	5	Staff to familiarise self with emergency evacuation procedures.	All

Title (Activity/Job/Premises)	Visits to Old Peoples Home	021	Likelihood	Risk/Severity				
				1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic
Location	All Employees	Zoe Corfield	1 Rare	1 Low	2 Low	3 Low	4 Moderate	5 Moderate
Authorising Manager	Bobby Pearson	<i>Bobby Pearson</i>	2 Unlikely	2 Low	4 Moderate	6 Moderate	8 High	10 High
Overall Rating	<b>5</b>	01/09/2020	3 Possible	3 Low	6 Moderate	9 High	12 High	16 Extreme
			4 Likely	4 Moderate	8 High	12 High	16 Extreme	20 Extreme
			5 Almost Certain	5 Moderate	10 High	16 Extreme	20 Extreme	26 Extreme
Task/Equipment/Materials/Activity, etc.	Hazard	Who is at risk	Existing Controls currently used. (What are we doing now?)	Risk Evaluation			Additional control/precautionary measures required	By whom and when
				Severity	Likelihood	Rating		
Children and adult's emotional well-being	Children's reaction to residents who may be different and have medical needs. Residents reaction to children; if this causes stress, we would limit who we visit and interact with.	Child	Only small groups visit at one time. Activities are planned for residents and children but are a choice activity. Adults reassure children and support relationships sensitively. Only children who volunteer come on visits, unless a special occasion i.e. Christmas when a larger group would attend.	3	1	3		
Children in public areas	Abduction or missing child	All	Registers are taken at regular intervals and all staff are responsible for a small group of children throughout the outing.	5	1	5	Please see procedures for Supervision of Children on Outings and Visits found in the 'Safety and Suitability	All

							of Premises, Environment and Equipment Policy'.	
Access to adult living areas	Trips and falls	All	Children to be reminded of how we must move carefully around the home and give residents space to manoeuvre.	2	2	4		All
Access to areas not maintained by pre-school	Injury or poisoning.	Child	Children are fully supervised at all times. They have clear rules regarding touching objects that aren't theirs. Medication is kept out of reach of children and stored as per care home procedures.	3	2	6	Manager to see setting risk assessment prior to visit.	All
Infection	Illness and spreading of infection	All	Children practice good hand and respiratory hygiene. If the care home has an increase in infections, we would refrain from visiting.	3	2	6	During Covid-19 we have ceased all visits. We continue contact through letters and face time.	
Emergency Evacuation	Danger to life	All	Manager to establish emergency exits and plan for an emergency evacuation.	5	1	5	Staff to familiarise self with emergency evacuation procedures.	All

Title (Activity/Job/ Premises)	Security of Premises and Lone working	022	Likelihood	Risk/Severity				
				1 Insignificant	2 Minor	3 Moderate	4 Major	5 Catastrophic
Location	All Employees	Zoe Corfield	1 Rare	1 Low	2 Low	3 Low	4 Moderate	5 Moderate
Authorising Manager	Bobby Pearson	<i>Bobby Pearson</i>	2 Unlikely	2 Low	4 Moderate	6 Moderate	8 High	10 High
Overall Rating	<b>6</b>	01/09/2020	3 Possible	3 Low	6 Moderate	9 High	12 High	16 Extreme
4 Likely	4 Moderate	8 High	12 High	16 Extreme	20 Extreme	26 Extreme		
5 Almost Certain	5 Moderate	10 High	16 Extreme	20 Extreme	26 Extreme			
Task/Equipment/ Materials/ Activity, etc.	Hazard	Who is at risk	Existing Controls currently used. (What are we doing now?)	Risk Evaluation			Additional control/precautionary measures required	By whom and when
				Severity	Likeli- hood	Rating		
Lone Working	Assault, burglary, injury.	Adult	Lone working should be avoided, however if absolutely necessary procedure must be followed. The manager needs to be informed of when you will be at the premises, for how long and for what reason. You must be contactable by phone and call/message to say when you have arrived home safely.	3	2	6	If work must be completed out of work hours it is preferable to negotiate working from home instead	All
Reports of anti-social behaviour	Vandalism, burglary, personal assault.	Adult	Any reports of anti-social behaviour need to be reported to the manager and on to the police. Lone working should not occur when these issues are in progress.	3	2	6		All

Security of building	Fire, burglary, vandalism.	Adult	On exit of building; lights and electrical sockets should be turned off. The cooker needs to be checked that the gas is off. Any paperwork or money should be locked away securely. Doors closed. The curtains should be drawn to avoid persons seeing into the building. The alarm should be set and the front and back doors locked.	3	3	9	Any concerns should be logged with the local police on 111.	All
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## Risk assessment: COVID-19

Pinvin Community Pre-school

Assessment carried out by: Bobby Pearson/Zoe Corfield

Date of next review: Half termly review

Date of assessment: 15<sup>th</sup> January 2021

What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who needs to carry out the action?	When is the action needed by?	Done
<b>Spread of the COVID-19 Coronavirus</b>	Staff, children and families, plus their household members.	Covid-19 Response Policy. Updated half termly or when significant change.	<p>Parental agreement on new processes. This will detail our policy on comforters and non-essential toys coming to and from home. Also, the requirement for children to wear clean clothing every day.</p> <p>This agreement will also state clearly our commitment to stop the spread of the virus through good communication with families regarding any symptoms they or their children have.</p> <p>Senior leaders will keep themselves informed and disseminate relevant information to the wider team.</p>	<p>Management team</p> <p>Senior leaders</p>	<p>Review and communicate with parents weekly</p> <p>Weekly meetings</p>	

What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who needs to carry out the action?	When is the action needed by?	Done
	Visitors	Only essential visitors are allowed in the setting. This is determined by the manager.	To help reduce the spread of coronavirus (COVID-19) reminding everyone of the Government advice <a href="https://www.gov.uk/coronavirus">https://www.gov.uk/coronavirus</a> Look arounds to be completed virtually. Any essential visits i.e. contractors to be completed out of hours when the building is empty. Professional visitors should provide their own company risk assessment. They are required to wear a mask or visor and limit contact with staff and children, observing and discussing children outside if possible. Visitors will be signed in by the manager. All visitors and staff must sign into the track and trace app, using the settings QR code displayed in the foyer and kitchen.	Senior leaders	With immediate effect	
<b>Spread of the COVID-19 Coronavirus</b>	Staff, children and families, plus their household members.	Sufficient hand washing facilities and opportunities to maintain good respiratory and hand hygiene.	On arrival to the setting both staff and children MUST wash their hands immediately.  Encourage good hand and respiratory hygiene throughout the setting. Employees to be reminded on a regular basis to wash their	All staff	With immediate effect	



What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who needs to carry out the action?	When is the action needed by?	Done
			<p>hands for 20 seconds with water and soap and the importance of proper drying with disposable towels.</p> <p>Staff to use separate toilet facilities to children.</p> <p>Snuffle stations available inside to teach children good respiratory hygiene. We will teach them to catch coughs and sneezes in tissues – Following the 'Catch it, Bin it, Kill it' campaign and to avoid touching face, eyes, nose or mouth with unclean hands. Tissues will be made available throughout the workplace.</p> <p>When out of the setting, staff to ensure they have adequate supplies of tissues, anti bac gel, gloves and nappy bags to maintain good hygiene when supporting children with their self-care.</p> <p>All children and adults to anti bac their hands before and after use of the public park.</p>			

What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who needs to carry out the action?	When is the action needed by?	Done
			<p>All children and adults to wash hands before and after eating due to the hand to mouth contact.</p> <p>Children to be reminded of the importance of not mouthing items. Ant items mouthed to be immediately taken away and cleaned.</p>			
<b>Spread of the Covid-19 Coronavirus</b>	Staff, children and families, plus their household members.	Frequently cleaning and disinfecting objects and surfaces that are touched regularly particularly in areas of high use such as door handles, light switches, toilets, kitchen surfaces, office equipment, toys and resources. We use appropriate cleaning products and methods.	<p>Rigorous checks will be carried out by senior leaders to ensure that necessary procedures are being followed.</p> <p>Adequate staffing will allow time to clean thoroughly throughout the day and at the end of each session.</p> <p>Resources removed that may impact our cleaning abilities i.e. soft furnishings, cuddly toys.</p> <p>Only allow essential comforters to avoid cross contamination from items coming and going from the home or setting.</p>	Management team	With immediate effect	

What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who needs to carry out the action?	When is the action needed by?	Done
			<p>Children that sleep have their own allocated bedding for the week, placed on their pegs. This is then washed at the end of the week. Travel cots and sleep mats are sprayed in between use.</p> <p>We provide hot lunches from a reputable company who have their own COVID-19 risk assessment. We allow lunchboxes at this time, but they must be plastic and cleaned and sanitised daily by parents. If this is not possible/viable we will empty contents of fabric lunchboxes into the fridge. Water bottles are allowed and accessible to the children. Close monitoring and teaching by staff ensure that the children only use their own bottle.</p>			
<b>Spread of the Covid-19 Coronavirus</b>	Staff, children and families, plus their household members	Social distancing: reducing the number of persons in the workplace at any one time.	<p>Staff to be reminded daily of the importance of social distancing both in the workplace and outside of it.</p> <p>Management checks to ensure this is adhered to.</p>	Management team	With immediate effect	

What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who needs to carry out the action?	When is the action needed by?	Done
		<p>Adults to comply with the 1-metre rule.</p>	<p>Take steps to review work schedules to reduce number of workers on site at any one time.</p> <p>Redesigning processes to ensure the social distancing of adults in place.</p> <p>Conference calls to be used instead of face-to-face meetings.</p> <p>Social distancing to be adhered to in staff areas. Consider room capacity and the prioritising of spaces to priority groups.</p> <p>Ensure toileting areas do not become overcrowded by limiting the number of children using these facilities.</p> <p>Prioritise outdoor learning into our educational program. This will support children's innate need to explore and be curious and connect with nature. This also allows us to social distance more effectively and would be a more natural</p>			

What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who needs to carry out the action?	When is the action needed by?	Done
			<p>environment for children to learn and develop with fewer restrictions imposed.</p> <p>Allow park only when not used by others.</p>			
<p><b>Spread of the Covid-19 Coronavirus</b></p>	<p>Staff, children and families, plus their household members</p>	<p>It is not possible to social distance from early years children however we can reduce transmission by ensuring children and staff only mix in small consistent groups and do not mix with other groups.</p>	<p>To protect children and staff we now only offer early years care.</p> <p>Due to the layout and capacity of our premises we consider ourselves as 1 bubble consisting of all staff and children. This is currently capped at 7 staff and 24 children. This will be continually reviewed and if we are concerned about the safety of children or staff, we reserve the right to reduce this.</p> <p>To allow the children as much space as possible we split the children into 2 groups for the play element of their day i.e. Oaks and Maples. Maples eat snack separately but then we all come together for lunch and afternoon snack. We do this for the important social element, children are</p>	<p>Management team</p>	<p>Immediate effect</p>	

What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who needs to carry out the action?	When is the action needed by?	Done
			supervised well, and a separate table is available in the adjacent room for those children that prefer a quieter lunchtime. As numbers increase, we will revise this.			
<b>Spread of the Covid-19 Coronavirus</b>	Staff, children and families, plus their household members	Infection control: The policy Covid-19 Response Update.	Management should ensure all staff adhere to this. Any staff member not complying with the new policies and procedures will face disciplinary action. All staff will complete infection control course through their Educare accounts. The parental agreement must clearly state the actions to take if they or someone in their household develops symptoms of Coronavirus. If parents consistently fail to meet actions set out in the parental agreement, they risk their child's place being forfeited.	Management team	With immediate effect	
<b>Mental health issues for staff, children and families.</b>	Staff, children and family members.	Good communication links with all staff.	All staff to be invited to complete the MIND online learning course, 'Mental health for small workplaces.' <a href="https://smallworkplaces.mind.org.uk/">https://smallworkplaces.mind.org.uk/</a>	All staff	With immediate effect	

What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who needs to carry out the action?	When is the action needed by?	Done
		<p>Reduced opening times in response to national lockdown.</p> <p>Families are being contacted as per our 'Safeguarding Children through enforced closure' policy</p> <p>Outdoor learning prioritised</p>	<p>Monitor hours of opening. Currently 9-3pm to limit hours in setting, to allow for better cleaning and to protect the well-being of staff. The whole team working together provides more time to do non-contact jobs, more support for each other which boosts morale.</p> <p>Continue to support families using on-line platforms to ensure social distancing or non-attendance to the setting does not negatively impact our relationships with families and children.</p> <p>Plan an outdoor learning program to support the personal, social and emotional development of our children.</p>	Management team	In operation	

**PLEASE NOTE THIS RISK ASSESSMENT WILL BE UPDATED HALF TERMLY OR WHEN THERE IS SIGNIFICANT CHANGE.  
IN THE CASE OF A POSITIVE CASE WITHIN THE SETTING WE WOULD FOLLOW PUBLIC HEALTH ENGLAND ADVICE.**