

# Davyhulme Primary School



## EYFS Policy

Date of Policy January 2020

Review in January 2021

Reviewed 4<sup>th</sup> February 2021

## **Policy aims**

This policy has been written to provide staff in school with guidance and support for the teaching of the EYFS. It establishes the importance of curriculum guidance and the key objectives for the statutory delivery of the EYFS

## **Introduction**

EYFS is a statutory stage of Education, it has its own curriculum aims, structure and guidance. Observations form an integral part of the practise in Early Years and alongside Teacher knowledge contributes to the planning and delivery of learning opportunities.

## **Intent**

At Davyhulme Primary School, we believe that the Early Years Foundation Stage is crucial in securing solid foundations that children are going to continue to build upon.

It is our intent that the children who enter our EYFS develop physically, verbally, cognitively and emotionally whilst embedding a positive attitude to school and learning. We believe that all children deserve to be valued as an individual and we are passionate in allowing all children to achieve their full, unique potential. With all of this in mind, we begin each year by assessing the children and looking at their individual needs - taking into account their different starting points- we then carefully develop our flexible EYFS Curriculum which enables them to follow the path of their learning journey, at a point, that is suitable for their unique needs and stage of development.

**‘Early years providers must guide the development of children’s capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them’**

### **EYFS Statutory Framework 2017**

Children in both our Nursery and Reception classes follow the EYFS curriculum, which has seven main areas of learning.

The Prime Areas:-

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The Specific Areas:-

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts

The teaching of these areas of learning is practical and playful with support and challenge from adults in class sessions, small group sessions, keyworker group sessions and working with

individuals. There is a combination of adult-led, teacher taught sessions as well as a wealth of stimulating continuous provision opportunities.

**‘Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults’**

### **EYFS Statutory Framework 2017**

Throughout all of these areas of learning and at the heart of the EYFS Curriculum are the “Characteristics of Effective Learning”.

At Davyhulme Primary School, we strive to develop these key characteristics of “Playing and Learning”, “Active Learning” and “Thinking Critically” in order to give the children the skills that they will continue to draw upon throughout their development. All of the crucial skills, knowledge and vocabulary that we teach are presented to the children throughout the year which following their lead, encompasses a range of topics. A vital part of the Curriculum is therefore the transition period when the children enter our classrooms and we get to know more about them and their interests.

Our learning environments, both inside and outside are also adapted regularly to meet the different and developing needs of the children in our care. We aim to ensure that these areas are always stimulating and exciting and that, importantly, they are accessible to all children, regardless of where they are on their learning journey. The environments are developed to promote independence within our children and allow them to access the curriculum independently and confidently with the necessary level of support and challenge.

Within our EYFS Curriculum, children are assessed continuously through observations. These provide us with information for future planning, not only for our individual classes but also for individual children’s next steps in their learning. They enable us, as EYFS practitioners, to ensure learning is embedded and consistent and that all children continue to make outstanding progress within our EYFS setting. Davyhulme Primary School strongly believe that EYFS is the beginning of our children’s educational journey and igniting the flame for learning is imperative in “reaching for the stars”. As part of our commitment to Growth Mindset we always encourage children to ‘keep stretching’ and not settle in the ‘reach zone’

### **Vision**

In Early Years at Davyhulme Primary School, the staff work together towards a shared vision of "Reaching for the stars". We guide the development of children’s experiences with a view to ensuring that all children are ready to fully benefit from the opportunities ahead of them and are able to fully exploit all learning opportunities.

We aim for the children in EYFS to be:

- Happy, secure and to feel safe

- Independent, self-assured risk takers
  - Confident and Resilient
    - Excited and motivated to learn
- Socially strong and able to form positive relationships

All staff deeply care about the children in our school. We treat all children as individuals and promote positive relationships. We make it a priority to form close relationships with families and the wider community to promote the best outcomes for all children. Staff members use consistent boundaries and praise and rewards form the backbone of our behaviour management system. We recognise and value individual's strengths and talents and believe in praising effort and valuing the little steps that really make a difference to a child's progress. We know that by doing this, we are building happy and secure children, who feel safe. Praise and clear boundaries contribute to the confidence and resilience of our children. Creating children who are independent, not only in their organisational skills but also in their learning, is a high priority for us. We believe that all children are intrinsically capable of amazing things and we develop this through having high expectations of all children. We pose challenges, build confidence and self-esteem, show children how capable they are and support them to reach their potential. We take time to teach independence skills explicitly and support children to develop into well-rounded, ambitious learners. Taking risks is an important part of learning and we have developed both our environments and our teaching and learning strategies to promote children measuring and assessing risks for themselves and in having confidence and resilience to attempt challenges. Confidence and resilience are key skills for a developing learner. We explicitly teach children to understand the learning process and understand mistakes are valuable learning experiences.

Through the Characteristics of Effective Learning, we develop children's active learning skills and help them to understand and respond to feedback. Perseverance is highly valued and praised. We strongly believe that in order to develop resilience, we must teach children to be independent learners who problem solve for themselves and know to keep trying and how and when to access help. Excitement and motivation for learning are developed through planning fun, engaging and challenging lessons based on the needs for the children. We follow the fascinations and interests of the children and teaching and learning is fast paced to respond to the changing needs of individuals. We provide new and interesting experiences, building on and adding to the range of activities children will have had at home or through pre-school experience. We make learning purposeful and rooted in real-life contexts, where possible, so that children have motivating reasons to learn and to help them to apply their knowledge to a range of situations. We set social development at the core of our learning and understand the value of relationships, friendship and kindness. Children are encouraged to become well-rounded and sociable through the modelling of our school values, positive interactions and language at all times. We employ a child-led problem solving approach to conflict resolution and hold children responsible for their actions and behaviour. We teach about honesty, co-operation and respect. While teaching children to be assertive, we balance this with empathy and understanding for others and support children to solve their friendship problems independently, where possible.

## **The Unique Child**

At Davyhulme Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop at different rates and that their attitudes and dispositions to learning are influenced by others. We use praise and encouragement, as well as celebrations/class bears as rewards, to encourage Children to develop a positive attitude towards their learning.

## **Inclusion**

All children and their families are valued within our school. We embrace the diversity of individuals and do not discriminate. We give all children the opportunity to 'Reach for the Stars' and achieve their best.

We plan to meet the needs of all Children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests. Developing children's self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs
- Provide a wide range of opportunities to motivate and support children and to help them learn effectively
- Provide a safe and supporting learning environment in which the contribution of all children is valued
- Using resources which reflect diversity and are free from discrimination and stereotyping
- Monitoring Children's progress and taking action to provide support as necessary

It is paramount that the children in our school are 'safe'. We aim to educate children on the boundaries, rules and limits and help them understand why they exist. We provide children with choices to help them develop this important life skill. Children are allowed and encouraged to take 'managed risks', but they are taught how to recognise and avoid hazards.

## **Parents and Carers as Partners**

Parents and Carers are Children's first and most enduring educators and the contribution they make is highly valued by us at Davyhulme Primary School.

The role parents and carers play and will continue to play is recognised through:

- talking to parents about their child before they start our school (Home visits in Nursery and new to Reception)
- the opportunity for children to meet their teacher before starting school (Stay and Play sessions)
- induction meeting for all parents and carers
- regular opportunities to talk about children's progress

- Regular contact with class teacher, teachers are the first port of call for any concerns to be raised.
- Parents evenings
- Half termly drop in sessions to look at learning journeys
- Seesaw app
- A range of activities throughout the year to encourage collaboration between child, school and parents eg assemblies, sports day, stay and play sessions, nativity, picnics.
- Parents and carers contributions to their child's Learning Journey
- Weekly newsletter

All EYFS staff develop good or excellent relationships with all children, interacting with them and taking time to listen to them. All practitioners are responsible for a key worker group.

We have excellent links with the private day nurseries and childcare providers in our catchment area and have our own school Nursery onsite. The EYFS practitioners meet with staff from other settings to discuss the individual children and share information.

## **Welfare**

**'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them'**

### **EYFS Statutory framework 2017**

At Davyhulme Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017. We understand that we are required to:

- Take all necessary steps to keep children safe and well. This includes safeguarding children; ensuring the suitability of adults who have contact with children; promoting good health; managing behaviour; and maintaining records, policies and procedures. (Statutory Framework 2017)

## **Health and safety**

There are clear procedures in place for assessing risk (see whole school risk assessment policy) which include keeping children safe on outings (Evolve and OE6) and for any aspects of the environment or provision that may require further risk assessment. In addition to this half termly, weekly and daily risk assessments are conducted (see EYFS risk assessments). In the staff handbook, safeguarding and child protection policies there is detailed information and procedures to ensure the safety of the children. The EYFS risk assessment must be read in conjunction with the other relevant whole school policies.

In line with the EYFS statutory Framework 2017, at Davyhulme Primary School we undertake:

- a whole school medicine policy ensuring there are systems in place to guarantee that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. (see whole school policy)
- fresh drinking water is available at all times

- Children's dietary requirements/needs are recorded and acted upon
- Each classroom has a snack and sink area that can provide healthy snacks and drinks.
- A first aid box is accessible at all times and a record of accidents and injuries are kept (see First Aid Policy). As of January 2020, all EYFS practitioners are Paediatric First Aid trained.
- The EYFS leader is the named behaviour manager for the Early Years with the Key Stage One leader, Deputy Head Teacher and Head Teacher for support.(Refer to inclusions policy, behaviour policy and physical restraints policy)
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation and lockdown procedure and policy
- A safeguarding policy

### **COVID and Remote learning**

Where Children are using digital technology away from school for the purposes of remote learning, the duty to ensure appropriate supervision is the responsibility of the child's parent/carer as outlined in the school's E Safety policy.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made.

Where staff are working remotely any technology used for communication should be in appropriate areas, staff need to be mindful that backgrounds do not compromise personal confidentiality or breach the guiding principles of safer working practice guidance for staff working in educational settings. Live classes will not occur, instead lessons will be recorded and checked accordingly before being made available to pupils. Language must be professional and appropriate, including any family members in the background.

## Appendix

### Contents

1. Whole school risk assessment policy
2. Health and safety policy
3. First aid policy
4. EYFS Risk assessment policy

Appendix 1

Appendix 2



# **Health & Safety Policy**

# DAVYHULME PRIMARY SCHOOL

## HEALTH AND SAFETY POLICY

### 1. Purpose of the Health and Safety Policy

This policy should be read in conjunction with the Trafford MBC Health and Safety Policy and Guidance for Schools. This document contains details of specific arrangements for school staff, children and governors.

### 2. Aims of the Health and Safety Policy

The aims of the Health and Safety are to:

- 2.1 Provide a safe and healthy environment for children, teaching and non teaching staff and all other people, who come onto the school premises and for organised visits.
- 2.2 Ensure that all members of the school community understand their own responsibilities in maintaining a healthy and safe environment.

### 3. Responsibilities and Roles

#### 3.1 Governing Body

The Governing Body has a responsibility to ensure that the policy set out by the Local Education Authority is adhered to. Their responsibilities include:

- a. Ensuring the organisation and arrangements of the school operate effectively.
- b. Managing the allocation of sufficient funds in order to ensure, so far as reasonably practicable, the premises and systems of work are safe and without risk to health.
- c. Making themselves familiar with the Council's corporate Safety Policy and the advice and guidance provided by the LA.
- d. Ensuring adequate mechanisms in place for reporting to them on Health and Safety performance.

#### 3.2 Head Teacher

The Head Teacher is accountable for the implementation of council policies with specific responsibilities for:

- a. Ensuring compliance with statutory obligations by ensuring adequate information, instruction and supervision is provided to staff and carrying out regular monitoring and review of health and safety performance in school.
- b. Ensure all staff know and accept their responsibilities under this policy, whilst ensuring staff are competent to carry out any such duties.
- c. Ensuring risk assessments are undertaken for work activities and periodically reviewed.
- d. Ensuring all staff have received suitable and appropriate training, to carry out their duties.

- e. Ensure all contractors' undertakings are fully compliant with health and safety regulations and take full account of health and safety issues affecting employees, pupils and any other users of the establishment.
- f. Ensure fire risk assessments are carried out for the premises, emergency procedures including emergency evacuation plans are in place and the Council's Fire policy is complied with

### **3.3 Deputy Head Teachers**

The Deputy Head Teachers assist the Head in the day to day management of the school and deputise during any period of absence.

### **3.4 Staff**

- a. Be aware of their own responsibilities for maintaining a safe and healthy environment.
- b. Use common sense at all times to take reasonable care of their own safety and that of others and take appropriate action when involved in school activities.
- c. Be familiar with all instructions and guidance on safety within school.
- d. Report any identifiable hazards to the Health & Safety Rep/Headteacher without delay.

### **3.5 Health & Safety Coordinators – Teacher & Site Manager**

- a. To co-ordinate and manage the annual risk assessment process for the school.
- b. Co-ordinate the workplace monitoring inspections including HS11 termly/annually and report findings to the Head Teacher.
- c. Carry out annual Health and Safety self audit.
- d. Advise the Head Teacher of situations or activities which are potentially hazardous to the health and safety of staff, pupils and visitors.

### **3.6 Business Manager**

- a. Ensure the Council's Asbestos Policy is complied with, including the preparation of an asbestos management plan for the premises.
- b. Ensure that routine cleaning work is carried out to an appropriate standard
- c. Ensure that all premises users and visitors are made aware of any activities or conditions that could create risk to their health and safety.

## **4. Procedures**

### **4.1 For involving the members of the school community**

- regular reports at Buildings, Finance & Premises sub committee to develop and monitor the health and safety policy and its implementation.
- meetings between the key personnel and the Headteacher to review health and safety issues.

### **4.2 Accident Reporting**

- a. The school should ensure a HS1 is completed for all accidents involving staff, including incidents of violence and aggression and that it is sent to the Health and Safety Unit.
- b. Minor accidents involving pupils eg fall in playground, should be recorded in the accident book. A form HS1 should be completed for any accidents involving a pupil that:
  - Result in them attending hospital
  - Is out of or in connection with the work activity
  - Is due to inadequate supervision
  - Is due to the condition of the premises or equipment
  - As a result of a curriculum sports activity

The form HS1 should be sent to the Health and Safety Unit within 3 days of the accident occurring.

- c. Staff should report all accidents, incidents and near misses to employees, pupils, visitors and contractors working on the premises and line managers will investigate such incidents and identify and implement means to prevent a recurrence.

### **4.3 For First Aid Provision**

- The use of hygienic first aid practices by all staff.
- Nominated staff are trained first aiders – names are displayed on board in medical room.
- Provision of a first aid box located in the first aid room. This is regularly checked/restocked by the nominated first aiders
- In the case of a serious incident an ambulance will be summoned by a responsible adult.

### **4.4 Asbestos**

To minimise the risk from asbestos containing materials on the school's premises, the school will maintain a safe and healthy environment by complying with all regulations and Trafford Council's Policy concerning the control of asbestos.

The persons responsible for monitoring asbestos and ensuring the Asbestos Management Plan is followed and reviewed is Head Teacher, Business Manager and Site Manager.

### **4.5 Fire Precautions**

- Written regulations for emergency evacuation are placed in each room in school. Class teachers must check regularly that these notices are in good order
- A termly fire drill is carried out.
- Regular checks of fire alarms by the Fire Brigade as part of their annual inspection, fire fighting equipment checked annually by Stockport Fire Protection.
- Regular checks of equipment made by the caretaker on a half termly, monthly and weekly basis.

### **4.6 For the use and control of substances of a hazardous nature**

- Storage of such substances in areas not accessible to children

- The wearing of appropriate protective clothing when substances are being used (e.g. rubber gloves).
- COSHH risk assessments held for hazardous substances used.

#### **4.7 For electrical safety**

- Careful siting of equipment to avoid trailing leads or other hazards
- Annual checks by the L.E.A. electrical safety officer on all electrical equipment.

#### **4.8 For coping with special medical conditions** (e.g. asthma)

- A statement in the school brochure outlines procedures regarding medicines in school.

#### **4.9 For ensuring playground safety**

- school rules for playground behaviour are in place
- adequate supervision is in place at playtime
- a Playground Behaviour Risk Assessment

#### **4.10 For promoting a safe physical environment**

- No smoking
- No dogs
- Disposal of litter
- Appropriate furniture

#### **4.11 For ensuring safety on School Educational visits** (refer to School Educational Visits policy and file)

- a choice of environmental, relevant to the age and curriculum needs of the pupils is planned
- a preliminary visit is desirable
- children are briefed regarding expectations of behaviour out of school
- adequate supervision by adults (teachers/classroom assistants/parents)
- a visit leader is identified
- accompanying adults are briefed on their roles and responsibilities.

#### **4.12 Use of VDU's/Display screens**

The School will follow the Council's Display Screen equipment (DSE) guidelines (HSP7) for those staff who are designated as users.

**4.13 For ensuring safety in P.E.** (refer to P.E. Policy for detail)

- annual maintenance of the PE apparatus
- children are taught how to lift, carry, place and use equipment safely
- apparatus is checked regularly by staff for faults
- expectations of safety points are given regularly in lessons
- the hall floor is treated with a non-slip polish

Approved Autumn 2018

Review Date Autumn 2020

Approved by Chair of Governors \_\_\_\_\_

Headteacher \_\_\_\_\_

Date \_\_\_\_\_



## **FIRST AID POLICY**

### Overview

From time to time whilst children are in our care they will get injured or become unwell and they need first aid. Every member of staff is in 'loco parentis' and will act accordingly to offer the care and help that could reasonably be expected of a 'caring parent' in those circumstances. We have in school members of staff who have been trained in First Aid and so the help of one of these staff should be sought as soon as possible. First Aid equipment is available in school and it should be used in the child's best interest and with great care. Where it is judged necessary the emergency service should be called or the child should be escorted to hospital. Parents should be kept fully informed whenever a child has received first aid.

### Objectives

1. To provide safe and appropriate care for children and staff if they are in need of first aid.
2. To ensure that we have sufficient trained first aid staff available to care for children or adults if the need arises.
3. To ensure that we have at least two members of staff with paediatric first aid training to be available for the care of EYFS pupils.
4. To ensure that all staff knows what to do if a child needs first aid treatment and how they should respond in those circumstances.
5. To ensure that we have appropriate first aid kit easily available in school with portable kits to take when children go off site on visits etc.
6. To ensure that members of staff are given training and that those with first aid certificates are kept up-to-date.
7. To ensure that all staff know how to involve the emergency services if they are needed.
8. To ensure that appropriate medical support/attention and treatment is given to children for all but minor injuries.
9. To keep parents and carers fully informed and involved is their child has been given first aid treatment.

### Strategies

1. To seek qualified medical and emergency assistance quickly for all but minor injuries – using the ‘better safe than sorry’ principle and always erring on the cautious i.e. if there is any doubt – seek qualified medical/emergency service (999) support or arrange for the child to be escorted to the nearest casualty facility.
2. If an injury is sustained whilst the child is on a visit or other off site activity the senior member of staff present must notify the school as soon as the child’s needs are met.
3. To have members of staff who have undertaken appropriate first aid training available at all times on site and where possible, when children are on visits.
4. To have appropriate first aid equipment available on site at all times.
5. To have portable first aid kits to accompany them, when pupils are off site.
6. To provide access to certified first aid training and updated first aid training for members of staff.
7. To encourage staff to undertake first aid training.
8. To have effective ‘quick contact arrangements’ to involve parents as early as possible if their child needs medical assessment/treatment.
9. To notify parents in writing, using the school accident report slip, of any injury that their child has suffered. This should be done on the same day that the injury was received.
10. To enter the details of the accident/injury and the treatment given, in the school ‘accident injury register.

#### Outcomes

Children and adults in this school will be kept safe but on the rare occasion when they need first aid treatment, the school will see that appropriate treatment is given by members of staff with appropriate levels of training and knowledge of first aid . Where medical and emergency treatment is needed, medical help will be sought quickly. All staff will carry out their duty of care professionally at all times and parents will be kept fully informed if their child has needed first aid treatment.



# Davyhulme Primary School

## Early Years Risk Assessment

### January

### 2020



## **Why risk assess?**

Across the Early Years environment we aim to offer a wide range of exciting and engaging learning opportunities to help develop children's foundation skills. In any situation where there are a number of children working and playing together there are risks but there are also benefits. We take the health and safety of children very seriously and assess each situation by considering the potential risks and the benefits and then through discussion we can decide if the risks can be managed appropriately and that the benefits are valid, reasonable and productive in moving children's learning forward.

The following risk assessments cover the main areas of the indoor and outdoor environment. The general checklist covers our daily considerations before opening up the environment to children. Toileting, first aid and safeguarding are covered in our handbook and by whole-school policies available on the school website. Trips are covered separately using whole-school risk assessment forms and are agreed on a trip-by-trip basis by the Head teacher.

All risk assessments are reviewed yearly to ensure they are up-to-date and relevant however, an assessment will be made immediately if there is an incident or an area of the environment is adapted or changed in any significant way.

Risk Assessment Title	Outdoor and indoor spaces, furniture, equipment toys to comply with sections of EYFS
Date of Risk Assessment	TBC
Risk Assessment Completed by	S.Thompson (EYFS Leader) and EYFS Team
Initial Review Date for Assessment: (6 weeks after completion date)	TBC
Assessment Review Date: (Annually or sooner if required)	TBC



a **hazard** is anything that may cause harm, such as chemicals, electricity, working from ladders, an open drawer etc;



the **risk** is the chance, high or low, that somebody could be harmed by these and other hazards, together with an indication of how serious the harm could be.

The value of using risk assessments to ensure the safety of the children placed within childcare settings is endorsed throughout the Statutory Framework for the Early Years Foundation Stage.

A risk assessment is a means of examining what could cause harm to both children and adults so that you can weigh up whether enough precautions have been put in place to prevent harm.

Risk assessments are a simple and useful tool in demonstrating that as far as is possible risks have been reduced to a minimum.

The following extracts outline the specific legal requirements which must be in place relating to risk assessments.

**“Schools will not be required to have separate policies for the EYFS provided that the requirements are met through their policies which cover children of a statutory age”**

**(Extract from the Statutory Framework for the Early Years Foundation Stage)**

**Outings** - Children must be kept safe whilst on outings.



For each specific outing, providers must carry out a full risk assessment, which includes an assessment of required adult: child ratios.



This assessment must take account of the nature of the outing, and consider whether it is appropriate to exceed the normal ratio requirements (as set out in this document), in accordance with providers’ procedures for supervision of children on outings.

## Statutory guidance to which providers should have regard

-  Providers should obtain written parental permission for children to take part in outings.
-  Providers should take essential records and equipment on outings, for example, contact telephone numbers for the parents of children on the outing, first aid kit, and a mobile phone.
-  Records should be kept about vehicles in which children are transported, including insurance details and a list of named drivers.
-  Drivers using their own transport should have adequate insurance cover.

## Medicines

-  Providers must implement an effective policy on administering medicines.
-  The policy must include effective management systems to support individual children with medical needs.
-  Providers must keep written records of all prescribed medicines administered to children, and inform parents.
-  Providers must obtain prior written permission for each and every medicine from parents before any medication is given.

The HSE (Health and Safety Executive) recommend that five steps are taken during the risk assessment process.

### Step 1 Look for the hazards.

'One of the most important aspects of your risk assessment is accurately identifying the potential hazards in your workplace. A good starting point is to walk around your workplace and think about any hazards. In other words, what is it about the activities, processes or substances used that could injure your employees or harm their health?' (HSE website Jan 2020)

### Step 2 Decide who might be harmed, and how

Think how anyone using the area might be harmed. Ask others (T or TA) what they think the hazards are, as they may notice things that are not obvious to you and may have some good ideas on how to control the risks. For each hazard you need to be clear about who might be harmed; it will help you identify the best way of controlling the risk. That doesn't mean listing everyone by name, but rather identifying groups of people (eg children, adults, visitors) (Adapted from HSE website Jan 2020)

### Step 3 Evaluate the risks and decide whether existing precautions are adequate or more should be done.

Having identified the hazards, you then have to decide how likely it is that harm will occur; ie the level of risk and what to do about it. Risk is a part of everyday life and you are not expected to eliminate all risks. What you must do is make sure you know about the main risks and the things you need to do to manage them responsibly. (HSE Website Jan 2020).

### Step 4 Record your findings

Make a record of your **significant** findings - the hazards, how children and adults might be harmed by them and what you have in place to control the risks. Any record produced should be simple and focused on controls. (see appendix) (HSE Website Jan 2020)

### Step 5 Review your assessment and revise it if necessary.

Few classrooms or outdoor spaces stay the same. There will be new equipment, substances and procedures that could lead to new hazards. So it makes sense to review what you are doing on an ongoing basis, look at your risk assessment again and ensure it is kept up to date. (Adapted from HSE Website Jan 2020)

Remember, in addition Ofsted will be checking to see that the risk assessment is dated, the date of the review together with any actions following a review or incident and finally the name of the person who was responsible for carrying it out.

The following websites may be useful when looking at ways to reduce risks.

[www.hse.gov.uk](http://www.hse.gov.uk) – Advice on risk assessments including templates

[www.ncma.org.uk](http://www.ncma.org.uk) – Advice on risk assessments including templates

Play England Publication - Managing Risk in Play Provision

To ensure the safety of all children and adults in the EYFS setting at Davyhulme Primary School a risk assessment will be completed yearly (appendix 1) by the EYFS leader and another member of EY staff. As well as the half termly assessment (appendix 2), staff (Teacher and TA) will complete a weekly outdoor risk assessment (appendix 3) and then a daily morning and afternoon risk assessment (appendix 4).

Any actions needed from these risk assessments must be recorded and emailed to Paul Harrison (Site manager) and Sarah Thompson (EYFS Leader). A note of the email must be placed on the risk assessment sheet with the date.

In summary:

<b>Risk Assessment</b>	<b>Completed when?</b>	<b>Completed by:</b>
EYFS whole phase risk assessment (Appendix 1) (One assessment for all of EY)	At the beginning of the new school year (September), after a serious incident or after significant change to the learning environment	Sarah Thompson (EYFS Leader) and another member of EY Team
Half Termly risk assessment (Appendix 2) (separate assessments for Nursery and Reception)	On the first day of the new half term	Teacher and TA from Nursery and Reception
Weekly outdoor risk assessment (Appendix 3) (separate for Nursery and Reception)	On a Monday morning (or the next working day)	Teacher and TA from Nursery and Reception
Daily risk assessment (appendix 4) (Separate for Nursery and Reception)	To be completed at the beginning of each morning and afternoon session. Staff will also complete a brief look around before they open the doors to go outside.	Teacher and TA from Nursery and Reception

## Appendix

### Contents:

#### 1. EYFS Whole phase Risk Assessment

2. Half termly Risk Assessment
3. Weekly Risk Assessment
4. Daily Risk Assessment

## Entrances and Corridors

What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary	Action by who?	Action by when?	Completed
<i>Insecure entrance/exit doors</i>	<i>Children + Adults Personal safety</i>	<i>Door kept shut/secure at all times and checked regularly</i>	<i>Problems with locks/security to be reported to site manager</i>	<i>T/TA</i>		
<i>Injury from electric sockets</i>	<i>Children + Adults Electrical shock</i>	<i>Fitting socket covers</i>	<i>Daily checks to ensure covers are in place</i>	<i>T/TA</i>		
<i>Trapping hazard from doors</i>	<i>Children + Adults Physical injury</i>	<i>Adults to open and shut doors , finger guards in place</i>	<i>Children to be told not to open and shut main doors with access to outside</i>	<i>T/TA</i>		
<i>Fire signage</i>	<i>Children + Adults Personal safety</i>	<i>Ensuring adequate signage and regular evacuation practices</i>	<i>Continue with evacuation practices and inform site manager if signage unclear/damage/need replacing</i>	<i>T/TA</i>		
<i>Tripping / slipping due to poor flooring</i>	<i>Children + Adults Physical injury</i>	<i>Daily risk assessment of flooring and issues reported to site manager</i>	<i>Tears, rips or uneven flooring to be reported to site manager</i>	<i>T/TA</i>		
<i>Ineffective heating / ventilation</i>	<i>Children + Adults Unhygienic</i>	<i>Monitor heating and level of ventilation</i>	<i>Inform site manager of any problems or concerns. Add ventilation by opening windows as required</i>	<i>T/TA</i>		
<i>Tripping / injury due to trailing wires and cables</i>	<i>Children + Adults Physical injury</i>	<i>Ensure cables are safely secured and out of reach</i>	<i>Daily checks. Reinforce message that children are not t touch cables</i>	<i>T/TA</i>		
<i>Contractors working on the premises</i>	<i>Children + Adults Physical injury</i>	<i>Areas to be cordoned off, contractors to be signed in</i>	<i>Prior to visit procedures are put in place with contractors</i>	<i>T/TA</i>		
<i>Protruding coat pegs at eye level</i>	<i>Children + Adults Physical injury</i>	<i>Children are shown how to walk in cloakroom areas, supervision by TA's in areas</i>	<i>Children told to walk in cloakroom areas. Keep cloakroom floors free of clutter/trip hazards</i>	<i>T/TA</i>		

## Sand, Water & Wet Areas...

What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary	Action by who?	Action by when?	Completed
<i>Sand on floor</i>	<i>Children + Adults Slipping hazard , physical injury</i>	<i>Floor swept regularly , sand sieved for any foreign/hazardous objects- sand not returned to container after spillage</i>	<i>Change the sand regularly and clean the container Children to be encouraged to be aware of safety around sand</i>	<i>T/TA</i>		
<i>Water on floor</i>	<i>Children + Adults Slipping hazard , physical injury</i>	<i>Floor mopped as excess spillage occurs</i>	<i>Water is changed daily/as necessary and container is cleaned Children to be encouraged to be aware of safety around water</i>	<i>T/TA</i>		
<i>Tools/containers</i>	<i>Children + Adults Physical injury</i>	<i>Children are shown safe ways to handle and store tools such as scissors /containers and are under supervision when in area</i>	<i>Staff encourage safe storage and tools/containers are checked that they are fit for purpose</i>	<i>T/TA</i>		
<i>Spillages of waste and accidents by children in toilet area</i>	<i>Children + Adults Slipping hazard , physical injury, disease/illness</i>	<i>Toilet area and sinks checked regularly throughout each session and cleaned as necessary</i>	<i>Ensure there is a mop in each of these areas and kitchen roll for spillages</i>	<i>T/TA</i>		
<i>Unhygienic surfaces</i>	<i>Children + Adults Disease/illness</i>	<i>Surfaces are cleaned regularly and sprayed with anti-bacterial spray before/after food activities including snack</i>	<i>Supply of anti bacterial spray and cleaning cloths purchased</i>	<i>T/TA</i>		

## Carpeted Areas

What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary	Action by who?	Action by when?	Completed
<i>Exits impeded by toys</i>	<i>Children + Adults Fire hazard</i>	<i>Keep the exits as clear as possible</i>	<i>Staff and Children made aware of need to keep exits clear and safe</i>	<i>T/TA</i>		
<i>Toys left on floor</i>	<i>Children + Adults Tripping hazard</i>	<i>Children are encouraged to put toys they have been using away when they have finished with them</i>	<i>Adults to regularly check area for toys on floor in the thoroughfare</i>	<i>T/TA</i>		
<i>Tripping / injury due to trailing wires and cables</i>	<i>Children + Adults Tripping hazard Electrical shock</i>	<i>Ensure cables are safely secured and out of reach</i>	<i>Daily checks. Reinforce message that children are not to touch cables</i>	<i>T/TA</i>		
<i>Tripping / slipping due to poor flooring</i>	<i>Children + Adults Tripping hazard</i>	<i>Daily risk assessment of flooring and issues reported to site manager</i>	<i>Tears, rips or uneven flooring to be reported to site manager</i>	<i>T/TA</i>		
<i>Tripping on step in between two rooms (Reception)</i>	<i>Children + Adults Tripping hazard</i>	<i>Area is kept clear and clutter free</i>	<i>Children are made aware of the step and not to run in classroom areas</i>	<i>T/TA</i>		

# ALL INSIDE ROOMS

What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary	Action by who?	Action by when?	Completed
<i>Injury from electric sockets</i>	<i>Children + Adults Electrical shock</i>	<i>Talking to children about safety. Observing chn to ensure they are not learning near plug sockets</i>	<i>Daily room checks</i>	<i>T/TA</i>		
<i>Trapping hazard from hinges on doors</i>	<i>Children + Adults Physical injury</i>	<i>Finger guards are fitted</i>	<i>Children informed of correct way of opening doors and not to put hands near hinges</i>	<i>T/TA</i>		
<i>Fire signage</i>	<i>Children + Adults Personal safety</i>	<i>Ensuring adequate signage and regular evacuation practices</i>	<i>Continue with evacuation practices and inform site manager if signage unclear/damage/need replacing</i>	<i>T/TA</i>		
<i>Tripping / slipping due to poor flooring</i>	<i>Children + Adults Physical injury</i>	<i>Flooring checked regularly and issues reported to site manager</i>	<i>Tears, rips or uneven flooring to be reported to site manager</i>	<i>T/TA</i>		
<i>Ineffective heating / ventilation</i>	<i>Children + Adults Unhygienic</i>	<i>Monitor heating and level of ventilation</i>	<i>Inform site manager of any problems r concerns</i>	<i>T/TA</i>		
<i>Tripping / injury due to trailing wires and cables</i>	<i>Children + Adults Physical injury</i>	<i>Cables and wires are secured/safely stored</i>	<i>Checks to be made regularly to ensure there is no tripping hazard</i>	<i>T/TA</i>		
<i>Contractors working on the premises</i>	<i>Children + Adults Physical injury</i>	<i>Areas to be cordoned off and children and Adults informed to keep away from areas where work taking place</i>	<i>Workers to have signed in at reception and wear identification</i>	<i>T/TA</i>		

## Food Preparation Area & Utility room (general access not allowed, specific adult led activities)

What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary	Action by who?	Action by when?	Completed
<i>Knives and sharp implements</i>	<i>Children + Adults Physical injury</i>	<i>Sharp equipment to be stored in drawers and cupboards</i>	<i>Children to be supervised at all times in kitchen areas and taught how to use implements/equipment correctly</i>	<i>T/TA</i>		
<i>Kettle</i>	<i>Children + Adults Scalding/burning injury</i>	<i>Kettle to be stored on units away from the edges</i>	<i>Children to be supervised at all times in kitchen areas</i>	<i>T/TA</i>		
<i>Cooker/oven</i>	<i>Children + Adults Scalding/burning injury</i>	<i>Children to stand safe distance away from cooker</i>	<i>Children to be supervised at all times during cooking activities and not to touch cooker/oven or touch pans</i>	<i>T/TA</i>		
<i>Electrical appliances</i>	<i>Children + Adults Electrical shock</i>	<i>Appliances to be safely stored and checked on a regular basis</i>	<i>Children to be supervised at all times when baking and not to use electrical appliances</i>	<i>T/TA</i>		
<i>Cooking utensils</i>	<i>Children + Adults Physical injury</i>	<i>Utensils to be stored safely in drawers or cupboards</i>	<i>Children to be supervised at all times when baking and not expected to find/get utensils from drawers/cupboards</i>	<i>T/TA</i>		
<i>Washing machine</i>	<i>Children + Adults Physical injury Electrical shock</i>	<i>Children not allowed to use washing machine</i>	<i>Children to be told not to enter utility room area</i>	<i>T/TA</i>		
<i>No fire blanket</i>	<i>Children + Adults</i>	<i>Ensure that there is a fire blanket</i>	<i>Adults know where the fire blanket /extinguisher is located and how to use it</i>	<i>T/TA</i>		
<i>Use and storage of cleaning materials / other substances</i>	<i>Children + Adults Poisoning, eye contamination, skin irritation</i>	<i>All cleaning materials to be stored in cupboards and not left out on unit tops</i>	<i>Children told they are not allowed in kitchen/utility area</i>	<i>T/TA</i>		
<i>Safety gate in nursery kitchen</i>	<i>Children + Adults Personal safety Trapping hazard</i>	<i>Adults to open and close gate when kitchen area in use</i>	<i>Children made aware that they are not to open or close gates not to enter kitchen/utility area</i>	<i>T/TA</i>		

## Outdoor Play Area

What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary	Action by who?	Action by when?	Completed
Gates , locks and hinges	Children + Adults Trapping hazard , physical injury	Gates , hinges and locks checked daily by site manager	Children to be supervised outside at all times and encouraged to stay away from gates	T/TA identified on rota		
Poor condition of tarmac /rubber floor surfaces	Children + Adults Tripping hazard	Surfaces regularly checked	Surfaces to be cleared and checked and issues reported	T/TA identified on rota		
Grassed area swept for unwanted objects, sticks, broken glass, animal faeces , small holes etc.	Children + Adults Tripping hazard , physical injury	Checks of grassed areas carried out daily by designated T & TA	Children to be supervised outside at all times and grassed areas maintained in good condition	T/TA identified on rota		
Poor maintenance of garden furniture	Children + Adults Physical injury	Garden furniture condition checked on regular basis	Condition checked and maintenance issues reported to site manager	T/TA identified on rota		
Poor location of garden furniture	Children + Adults Tripping , falling hazard , physical injury	Play equipment stored safely and checked on a regular basis	Safe location of equipment to be considered	T/TA identified on rota		
Sand pits, digging pits, texture kitchen	Children + Adults Physical injury Hygiene	Sand changed on regular basis and checked for sharp/foreign objects Children encouraged to wash hands after working in sandpit. Covers placed overnight in pits.	Children to be supervised outside at all times and continued to be informed of the need for hygiene procedures after use	T/TA identified on rota		
Water containers/water wall/barrel	Children + Adults Hygiene Physical injury	Water in container to be changed daily and container checked for sharp/foreign objects before use. Drained overnight and refilled.	Children to be supervised outside at all times and continued to be informed of the need for hygiene procedures after use	T/TA identified on rota		
Storage of outside tools and equipment (container)	Children + Adults Tripping hazard Physical injury	Maintenance of container to be checked regularly , equipment and tools stored safely within it Equipment to be stored safely in storage shed and children to have no access to it	Children to be made continually aware of hazards within container and to be reminded that they are not allowed into this storage area	T/TA identified on rota		
Use of outside tools and equipment	Children + Adults Physical injury	Tools and equipment to be stored safely in container and children to be supervised when using them, children are only to use sticks during a focused activity or when being closely monitored by a staff member.	Ensure children shown and reminded about correct use of tools and equipment to prevent injury/accidents eg not running or using a bike/scooter whilst using a tool	T/TA identified on rota		
Music area	Children + Adults Physical injury	Piano secured to wall, instruments securely fastened to music wall and all checked daily	Children to be supervised outside at all times and reminded of safe use.			

## Outdoor Play Area cont.

What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary	Action by who?	Action by when?	Completed
<i>Plastic crates, pallets</i>	<i>Children and Adults Tripping hazard , physical injury</i>	<i>The ground is firm and free of loose items that may give way The crates are selected to ensure there are no holes in the sides or base that would cause fingers to become stuck in them. The resource is checked prior to and during use for wear and tear. There is adequate space to move around freely. Pallets are checked to ensure they are sturdy, no broken wood</i>	<i>Children are discouraged from climbing on stacked crates more than two high. Children are discouraged from building towers taller than themselves. Pallets are not lifted – used only as a stage</i>	<i>T/TA</i>		
<i>Sand and Water resources trolley</i>	<i>Children and Adults Tripping hazard , physical injury</i>	<i>Ensure that the children are informed not to run or climb on/with the trolley Ensure good practise is modelled by peers and staff.</i>	<i>Equipment checked prior to and during use for wear and tear</i>	<i>T/TA</i>		
<i>Pegs</i>	<i>Children Physical nips</i>	<i>Ensure good practise is modelled by peers and staff.</i>	<i>Children are aware of the expectations of how to use the equipment safely.</i>	<i>T/TA</i>		
<i>Wooden planks and tyres</i>	<i>Children and Adults Tripping hazard , physical injury</i>	<i>Weather conditions monitors and acted upon. The resource is children prior to and during use for wear and tear. There is adequate space to move around freely</i>	<i>Children discouraged from carrying planks horizontally. Children to play with the planks in designated areas only.</i>	<i>T/TA</i>		
<i>Climbing frame and other structures</i>	<i>Children physical injury</i>	<i>Weather conditions monitors and acted upon. The resource is children prior to and during use for wear and tear. There is adequate space to move around freely and placed on a suitable safe surface. Adult to be within sight or hearing of children at all times when it is in use.</i>	<i>Children will only be able to climb safely at a level that they and staff who are supervising are comfortable with. Children will be encouraged to manage their own risk, but will only be allowed to use the equipment if they follow the instructions from the adult outside. Climbing frame not to be used if slippery and wet.</i>	<i>T/TA</i>		
<i>Plants/Allotment</i>	<i>Children + Adults Poisoning, eye contamination, skin irritation, faeces</i>	<i>Checks to be made regularly on plants growing in outside areas Soil checked for faeces before children work there</i>	<i>Children told not to touch plants. Identification of plants – ensure all are safe Children not to touch anything – wear gloves</i>	<i>T/TA</i>		

## Outdoor Play Area cont.

What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary	Action by who?	Action by when?	Completed
<i>Den building equipment</i>	<i>Children + Adults Tripping hazard , physical injury</i>	<i>There is adequate space to move around the den building area. Equipment is checked regularly. Weather conditions are monitored and acted upon. i.e. if it is windy/rainy the den area is not used</i>	<i>Children's behaviour to be monitored closely and children have the safe use of equipment explain regularly.</i>	<i>T/TA</i>		
<i>Ropes, washing lines den making ropes</i>	<i>Children and Adults Tripping hazard , physical injury</i>	<i>Weather conditions are monitored and acted upon. There is adequate space to move around freely.</i>	<i>Children's behaviour is managed in line with schools policy. Children told of how to use safely</i>	<i>T/TA</i>		
<i>Tyre park, loose tyres</i>	<i>Children and Adults Tripping hazard , physical injury</i>	<i>Ensure not wet/slippery, checked daily - part of daily risk assessmnet</i>	<i>Check for splits tell children not to stack tyres more than 2 high</i>	<i>T/TA</i>		
<i>Cycle track</i>	<i>Children and Adults Tripping hazard , physical injury</i>	<i>Check surface – not slippery. Asses weather – track not used in wet or icy/snowy conditions. Check for leaves on track. Ensure kept swept.</i>	<i>Ensure site manager informed if need to pressure wash rubber surface</i>	<i>T/TA</i>		
<i>Bikes, scooters, wheeled vehicles</i>	<i>Children and Adults Tripping hazard , physical injury</i>	<i>Daily check on pedals, tyres, grips handles, steering. Staff to give each vehicle a daily 'test drive' to ensure in good working order.</i>	<i>Check for debris around the track.</i>	<i>T/TA</i>		
<i>Grass area/hill</i>	<i>Children and Adults Tripping hazard , physical injury</i>	<i>Ensure grass is kept clear, check for litter, animal faeces, uneven surfaces. Assess length of grass – children not allowed wheeled toys on hill.</i>	<i>Children encouraged to be aware of own space and safety of others – not pushing others down the hill,</i>	<i>T/TA</i>		

## Inside Areas/Continuous Provision

What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary	Action by who?	Action by when?	Completed
<i>Injury from electric sockets</i>	<i>Children + Adults Electrical shock</i>	<i>Children informed not to touch sockets and not asked to switch appliances on or off</i>	<i>Children to made aware of the dangers of electricity</i>	<i>T/TA</i>		
<i>Trapping hazard from hinges on doors</i>	<i>Children + Adults Physical injury</i>	<i>Finger guards are fitted</i>	<i>Children informed of correct way of opening doors and not to put hands near hinges</i>	<i>T/TA</i>		
<i>Tripping / slipping due to poor flooring</i>	<i>Children + Adults Physical injury</i>	<i>Flooring checked regularly and issues reported to site manager</i>	<i>Tears, rips or uneven flooring to be reported to site manager</i>	<i>T/TA</i>		
<i>Ineffective heating / ventilation</i>	<i>Children + Adults Unhygienic</i>	<i>Monitor heating and level of ventilation</i>	<i>Inform site manager of any problems or concerns</i>	<i>T/TA</i>		
<i>Tripping / injury due to trailing wires and cables</i>	<i>Children + Adults Physical injury</i>	<i>Cables and wires are secured/safely stored</i>	<i>Checks to be made regularly to ensure there is no tripping hazard</i>	<i>T/TA</i>		
<i>Slipping injury due to sand/water/paint or play dough on floor</i>	<i>Children + Adults Physical injury</i>	<i>All spillages are swept/mopped up as soon as they occur</i>	<i>Checks to be made regularly to ensure there is no slipping hazard</i>	<i>T/TA</i>		
<i>Unsuitable storage of equipment not accessed by children</i>	<i>Children + Adults Physical injury</i>	<i>Equipment stored safely in boxes or cupboards</i>	<i>Checks to make sure equipment is safely stored and not at height</i>	<i>T/TA</i>		
<i>Unhygienic use of sand, water, malleable materials</i>	<i>Children + Adults Unhygienic</i>	<i>Sand and water changed regularly and checked for sharp/foreign objects , containers cleaned regularly</i>	<i>Children to be informed of the need for hygiene procedures such as washing hands Children encouraged to be responsible for own cleanliness</i>	<i>T/TA</i>		
<i>Insecure doors</i>	<i>Children + Adults Personal safety</i>	<i>Door kept shut/secure at all times and checked regularly</i>	<i>Problems with locks/security to be reported to site manager</i>	<i>T/TA</i>		
<i>Poor Cleanliness of fabrics and cushions</i>	<i>Children + Adults</i>	<i>Covers washed regularly</i>	<i>Covers to be replaced when worn out/ripped</i>	<i>T/TA</i>		
<i>Protruding objects at eye level</i>	<i>Children + Adults Physical injury</i>	<i>Checks made to identify hazards</i>	<i>Check to be done daily as part of daily assessment and hazard removed</i>	<i>T/TA</i>		
<i>Sharp edges / corners</i>	<i>Children + Adults Physical injury</i>	<i>Children made aware of edges and corners</i>	<i>Check to be done daily as part of daily assessment and hazard removed</i>	<i>T/TA</i>		
<i>Scissors and other sharp tools and equipment (cellotape dispenser etc.)</i>	<i>Children + Adults Physical injury</i>	<i>Children are shown safe ways to handle and store scissors/dispensers and usually under supervision when in area</i>	<i>Staff encourage safe storage and scissors /dispensers checked that they are fit for purpose</i>	<i>T/TA</i>		

## Snack Area

What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary	Action by who?	Action by when?	Completed
<i>Choking on fruit – snack</i>	<i>Children</i>	<i>Staff in EYFS have attended paediatric first aid training and are aware of how to treat a choking child.</i>	<i>Inform children of what to do if someone chokes. Ensure staff know how to deal with choking incidents</i>	<i>T/TA</i>		
<i>Foods/allergens</i>	<i>Children who are allergic to specific foods</i>	<i>List of children who are allergic to specific foods are identified in setting Photo/name and specific allergies listed. All staff are informed including Catering staff.</i>	<i>Inform children of children who can't eat certain foods as well as staff.</i>	<i>All staff</i>		
<i>Fridge</i>	<i>Adults Physical injury/ Unhygienic</i>	<i>Fridge stored in separate area children have no access to this. Regularly cleaned</i>	<i>Ensure daily cleaning of fridge. Removal of foodstuff/milk</i>	<i>T/TA</i>		
<i>Tripping / slipping due to spillages</i>	<i>Children + Adults Physical injury</i>	<i>Flooring checked regularly and all spillages mopped up immediately</i>	<i>Children to be informed that they must clean up after they have eaten and report all spillages to a member of staff.</i>	<i>T/TA</i>		
<i>Unhygienic/ dirty equipment</i>	<i>Children + Adults Unhygienic</i>	<i>Children informed of correct use of equipment and it's changed/cleaned regularly</i>	<i>Equipment to be replaced when damaged. System in place for cleaning used plates/cups</i>	<i>T/TA</i>		
<i>Water bottles</i>	<i>Children + Adults Unhygienic</i>	<i>Ensure water bottles are taken home every day and bottles washed/fresh water</i>	<i>Check no old water bottles have been left in snack area</i>	<i>T/TA</i>		
<i>Milk out of date</i>	<i>Children + Adults Physical injury</i>	<i>Check to be done daily as part of daily snack</i>	<i>Ensure all 'used' milk containers are removed from snack area when finished with</i>	<i>T/TA</i>		
<i>Food/fruit storage/perishable foods/unrefrigerated foods</i>	<i>Children + Adults Unhygienic</i>	<i>Food is only out for rolling snack session. Non perishables in appropriate air tight containers, fruit checked daily, checking of use by dates</i>	<i>Clean fruit containers, food storage containers, perishables (eg margarine) put back in fridge after rolling snack</i>	<i>T/TA</i>		
<i>Protruding Chairs, snack table</i>	<i>Children + Adults Physical injury</i>	<i>Children limited to 4 at snack table at a time. Chn told to push chairs in after use</i>	<i>Staff to ensure snack area kept clear and no protruding chairs. Children encouraged to push in chairs</i>	<i>T/TA</i>		

## Toilets / Bathrooms

What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary	Action by who?	Action by when?	Completed
<i>Injury from unregulated water temperature when hot water taps are on for any length of time</i>	<i>Children + Adults Scalding/burning</i>	<i>Automatic push taps that turn off after time Children made aware of need for taps to go off</i>	<i>Checks to be made that taps are off</i>	<i>T/TA</i>		
<i>Use and storage of cleaning materials / other substances</i>	<i>Children + Adults Poisoning, eye contamination, skin irritation</i>	<i>All cleaning materials stored in locked cupboards</i>	<i>Ensure children are informed not to touch any that have been accidentally left out and inform an adult</i>	<i>T/TA</i>		
<i>Soap /water spills</i>	<i>Children + Adults Slipping</i>	<i>Soap spillages are cleaned up as soon as on floor , excessive water spills mopped up</i>	<i>Regular checks of toilet areas and large groups of children to be supervised when in there eg lunchtime</i>	<i>T/TA</i>		
<i>Hand drier</i>	<i>Children + Adults Scalding/burning</i>	<i>Hand drier on a timer and children shown correct way of using it</i>	<i>Regular check of temperature of drier and any issues reported to site manager</i>	<i>T/TA</i>		
<i>Potty/toilet seats (Nursery)</i>	<i>Children + Adults Tripping/ Unhygienic</i>	<i>Correct storage of these so they are not a tripping hazard for other children using cubicles</i>	<i>Regular check that these are clean/safe for use</i>	<i>T/TA</i>		

Half Termly Risk Assessment – Appendix 2

EYFS **OUTSIDE** HALF TERMLY Risk Assessment OVERVIEW Term \_\_\_\_  
RECEPTION

AREA	Risk assessed by...	Problems/notes	Action
Climbing Frame			
Den Making area			
Reading Shed			
Tyres			
Allotment			
Cycle Track/bikes			
Playhouse			
Grass area/hill			
Creative area			
Tyres - balance			
Small world tyres			
Water wall/Barrel			
Sandpit			
Texture Kitchen			
Stage/crates/ deconstructed role play			
Music Area			
Mark Making area			
Entrances/fences/gates			

Further notes....

EYFS **OUTSIDE** HALF TERMLY Risk Assessment Overview Term \_\_\_\_

**NURSERY**

AREA	Risk assessed by...	Problems/notes	Action
Castle			
Canopy Area			
Sand pit			
Digging Pit			
Reading area			
Workshop			
Wooden tower/role play			
Minibeast hotel			
Cycle Track/bikes			
Water wall			
Sand pit			
Side area - PD			
Texture Kitchen			
Entrances/fences/gates			

Further notes...

EYFS **INSIDE** HALF TERMLY Risk Assessment Overview Term \_\_\_\_

**FS2 RECEPTION**

AREA	Risk assessed by...	Problems/notes	Action
UTW (Sci/UW)			
Books and Reading Area			
Story Shelves & puppets			
Phonics Area			
Maths Area			
Writing Area/Mark Making			
Large Carpet area			
Small Carpet area			
Deconstructed Role Play Area (Real Life)			
Role Play -Domestic -(Home)			
Imagination Station (dress up/make believe)			
Jigsaw Table/shelves			
Small World Area			
Construction Area			
Malleable Tray/dough			
ICT Area & IWB's/Step's			
Listening/Communication Area			
Loose Parts/Reggio			
Tinkering Table/shelves			
Fine Motor/Funky fingers			
Sand Tray			
Water Tray			
Workshop Creative/Easels			
Tuff Spot			
Snack area			
Cloakroom areas			
Doors/entrances			
Toilets/sinks			
Small teaching room			

**Further notes...**

<b>Stockroom</b>			
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**NURSERY**

AREA	Risk assessed by...	Problems/notes	Action
UTW (Sci/UW)			
Books and Reading Area			
Maths Area			
Writing Area/Mark Making			
Carpet area			
Role Play -Domestic -(Home)			
Imagination Station (dress up/make believe)			
Jigsaw Table/shelves			
Small World Area			
Construction Area			
Malleable Tray/dough			
ICT Area & IWB/Step			
Listening/Communication Area			
Fine Motor/Funky fingers			
Water Tray			
Workshop Creative/Easels			
Snack area			
Cloakroom area			
Doors/entrances			
Toilets/sinks			
Kitchen			
Utility room			
Stockroom			
Staff toilet			

**Further notes:**



# Weekly Risk Assessment – Appendix 3

## Outdoor Play equipment weekly safety checklist

Davyhulme Primary School outside area

Week beginning: \_\_\_\_\_

Inspected by (T and TA to sign): \_\_\_\_\_

Items of equipment checked	
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Feature	Check for	Satisfactory?			Comments / Actions needed
		Y	N	N/A	
Structure	Cracking, breaking, warping, loosening and bending				
Absorbing surface (Blue in Reception, yellow in Nursery)	Cracking, splinters, level surface, obstructions, excrement's from animals, water, slipperiness				
Consumable items e.g. ropes, chains	Missing, bent, broken, loosened, worn, open fixtures or fittings				
Edges	Protrusions, sharp edges				
Pinch or crush points	Exposed mechanisms, doors blowing closed, joints or moving components				
Moving parts	Work, need lubricating, seizure or excessive motion				
Guards, handrails, gates	Missing, bent, broken, loose				
Access	Missing or broken slabs/concrete, steps etc				
Seating	Damaged, wood splitting, broken, warping,				
Flower beds, planters	Weeds, nettles, overgrowing, tools, sharp objects, animal excrement, animal carcasses				
General area	Sticks, bricks, bottles, debris, leaves (slippy), branches, excrement, bodily fluids, etc				
Any other concern					

# Daily Risk Assessment – Appendix 4

EYFS Risk Assessment Form

Date \_\_\_\_\_

Day		Date	Time	Risk assessment completed by (T and TA to assess)	Any problems?	Action taken? Who informed?	Status
Monday	AM						
Monday	PM						
Tuesday	AM						
Tuesday	PM						
Weds	AM						

Weds PM						
Thursday AM						
Thursday PM						
Friday AM						
Friday PM						
Additional comments:						

Appendix 2