

Early Years Foundation Stage Risk Assessment

St Cuthbert's Mission Statement

God made us all unique

To learn, live and grow

To show care, concern and friendship

To be the best we can

Showing Christ's love in all we do.

EYFS Risk Assessment Policy

Rationale:

To facilitate, support and encourage children to take a risk, embrace new experiences and learn by trial and error.

Purposes:

- All children to receive provision that stimulates and challenges their learning.
- All children to become independent learners - applying the skills they learn in their own play.
- All children should be able to takes risks in their learning because the environment is created to allow this whilst being mindful of safety at all times.

Guidelines:

- EYFS staff will carry out risk assessments for any outings – these are considered and authorised by Senior Leaders.
- EYFS staff will check identified written risks on a daily basis – if risks are identified then they are reported to the facilities manager as soon as possible. All staff are responsible for identifying risk and making the environment as safe as soon as possible.
- EYFS staff will manage risks on a daily basis and use their professional judgements and the advice of senior staff to ensure that any additional hazards that are identified are addressed immediately with the safety of the pupils paramount at all times.
- Fixed structures inside and out are assessed by the school Health and safety designated officer.

General Risk Analysis

- Keep unused electrical sockets secure with safety covers.
- Keep floor clutter to specified learning environments.
- Check play equipment regularly.
- Discuss the dangers of trapping fingers in doors.
- Supervise children at all times with appropriate ratios of adults:pupils. Reception 1:30 and Nursery 1:13
- Ensure staff position themselves carefully in the indoor and outdoor environments to ensure they have optimum view of all the children.

- Make sure exits/entrances are supervised during accessible times and at all other times ensure that they are locked.

- Discuss the need for staff to know where children are – eg: Going to the toilet in case of fire drills etc

Indoor Environment Checklist

Is the classroom environment safe and secure?	yes
Is the learning environment an emotionally safe place to be?	yes
Does the learning environment enable all children to develop as independent learners?	yes
Are appropriate learning opportunities maximised by using space and time creatively?	Yes – reviewed regularly especially if an area isn't being accessed
Is the indoor environment accessible to all children?	yes
Is the learning environment too hot, too cold, too stuffy or too dark?	All acceptable – need to monitor the free flow door in winter months
Do children have access to water to drink?	Yes – all day Nursery also have milk
Do children have access to healthy snacks?	Yes – daily 1 per pupil
Is there adequate space for children to learn and play?	yes
Are there a range of activities for each of the 7 areas of learning?	Yes – often modelled then enhanced within the provision
Can all children be seen within the learning environment?	Staff to position themselves where they have the optimum view of the class. If they are unable to see certain areas then move the children so they can monitor what is happening.
Is there a Fully Paediatric First Aider in the environment when children are eating?	A Paediatric First Aider is in the classroom or lunch hall when children are eating their lunch, snack and toast.

Outdoor Environment Checklist

Is the outdoor environment safe and secure?	Yes – members of staff should be in key places to ensure that this happens
Is the learning environment an emotionally safe place to be?	Yes
Is the outdoor environment accessed in all weathers?	Yes – may limit the time if the weather is extremely cold (Nursery – slippy floor around N classroom so often use the alternative walkway) Sun cream and sunhats in hot/sunny weather –information shared with parents/carers
Are appropriate learning opportunities maximised by using space and time creatively?	yes
Can the children use the outdoor environment for all aspects of their learning?	yes
Is the outdoor environment accessible to the children?	yes
Is the outdoor environment always supervised?	Yes free flow / outdoor provision– 1 member inside/ 1 member outside
Do children have access to healthy snacks and water?	Yes – they can still access this independently (weather dependent)
Is there adequate space for children to learn and play?	yes
Are there a range of activities for each of the 7 areas of learning?	Yes

Points to consider

Visibility – how much of the outdoor /indoor environment can be seen?	Staff must position themselves so they can see all aspects of the outdoor environments.
Are there any blind spots?	Only if staff aren't positioned in the correct places.

How do children access the outdoors?	Through free flow door adjoining Nursery classroom. Accessed through door in Reception cloakroom.
How are the access points made secure?	The exit gate is locked at 8:45 am and opened for parents to collect children - internal gates are closed/latched. When playgroup welcomes and says good bye to parents and carers, they lock/unlock the main school gate and supervise this access at all times. If EYFS are outside then staff must be vigilant that the inner gate is closed and locked.
Are the access points used by staff, children , parents/visitors to access other areas of the site?	One gate leads into the Rainbow Garden and the other from The Butterfly Garden into KS1 yard (Staff and children - no parents/carers)
Which equipment will always require adult supervision?	All outdoors have adult supervision to ensure safety at all times and that pupils are learning through extended play
Which resources require regular safety checks?	All items are checked daily but specific areas are monitored more closely as stated in the risk assessment
Are there any children who will need particular support and supervision outdoors?	Individual needs identified. Reviewed daily and discussed when necessary with KG/LM/DHT AND AB Head Teacher.
How many children have access to the outdoor environment at any one time?	Free flow/ OUTDOOR PROVISION policy followed Teacher judgement used daily if specific areas are being used more than others R 1:15 inside/outside N1:13 Whole class Nursery & Reception children in designated areas outside at lunchtime where staff can monitor the safety of all children and not focus on directed activities or observations.
How will weather conditions affect surfaces, equipment, activities and access?	Fixed equipment needs maintaining – weather proofing – caretaker clears potential hazards including litter but school council are presently setting up a litter rota in KS2 ICE/FLOODS –daily assessment needed in am to arrange access and dismissal procedures so all are safe. Consider if the wooden equipment is safe to use in case of wet weather – possible slippery surfaces and if the temperature of

	the slide is safe to use on bare skin during hot weather.
Are adults working with EYFS children aware of designated first aiders?	Yes, there are 2 first aiders in EYFS that are in school daily 1:N 1:R
Is the environment close to public access points or public footpaths?	Yes – pupils can reach arms through large metal fenced areas – good practice and safety modelled at all times and directed away from the fence should they be inquisitive. Children are told not to go into the bushes by the fences as they aren't visible. Visitors who walk next to the Rainbow Garden by the lower fence have to be given permission to enter the school grounds by the school office staff through the intercom system.

Outdoor Area Risk Assessment

Who could be harmed?	Children
Existing Controls?	Outdoor equipment is checked daily to ensure everything is in safe working order Staff made aware of any possible hazards Gates/locking system in place to safeguard all pupils Stair gates in appropriate places for the safety of pupils and staff
How serious is the risk of injury?	M – some areas carry more risk than others as stated in the risk assessment
What further action is needed to control the risk?	Continuous vigilance by all EYFS staff
Who will be responsible for what action and when/how often will it be taken?	All staff – ongoing

Resource/Equipment	Possible Risks	Existing Controls	Action
Water Play - troughs	Drowning – death Getting wet	Troughs only filled half full Aprons worn when using resources Member of staff turns the tap on to monitor the amount of water used.	Supervised sessions – set clear expectations for use No wooden blocks and tyres/chairs are allowed to be used near the water troughs Empty the tray at the end of each day and turn over – so water is changed daily
Vehicles	Falling off, crashing – broken bones/grazes	Vehicles that are in good working order to be used only around the water troughs or in the large yard under supervision. Only used around water troughs when water not in use. If not being used, they must be parked in designated area. Children must look the way they are riding and use a reasonable speed to avoid collision	Monitoring of condition of bikes Supervise the car track and how it is being used – set clear expectations for use - RUBBER GRIPS ON HANDLES OF VEHICLES Balance bikes can be used but must be used with a helmet
Sand Area	Jamming fingers in the openings Sand in the face	Only adults open/close the sand area Model good playing in the area	Set clear expectations for sand play
Outdoor play equipment	Falling off equipment - braking bones, cuts/grazes or bumps/bangs to limbs	Ensure equipment is suitable to access depending on the weather – Any wood is too slippery when really wet	Assess weather conditions daily Set clear expectations for using the outdoor equipment

		If weather affects access limit play to specific areas such as non-wood surfaced areas Model how to use/access equipment safely – jumping off/landing etc	Check the equipment regularly and discuss with school caretaker/gardener if / when problems arise
Nursery climbing frame and slide	Falling off equipment - braking bones, cuts/grazes or bumps/bangs to limbs – equipment tipping over and injuring a child.	Equipment fixed to fence with bicycle locks to stop equipment from tipping (Nursery)	Set clear expectations for using the outdoor equipment – children must go on 1 at a time and face the way they are going. Slide down face forward and on bottom with legs within the parameters of the slide (Nursery slide)
High Rope Swing	Swing banging into them. Children getting knocked by the child on the swing	Children are shown a line to stand behind while waiting for their turn. Swing wrapped around the high wooden frame when not in use.	Children stop swinging if another child is getting too close.
Climbing Frame and Slide in Butterfly Garden	As above.	N and R children – only 8 pupils allowed on the structure at any one time. Children must hold the rope and wooden bars to support crossing the bridge and walkway with eyes facing forwards.	No additional equipment can be used or carried on this structure at any time. Children can slide down face forwards either on tummy or bottom. Legs must be within the slide parameters. If sliding on bottoms, children must be facing forward and sitting up. If sliding on tummy, hands and arms must be

			outstretched and in front.
Ropes and hoops	Hanging, cuts, burns, bumps, bangs to limbs and falling over.	Ropes can be used for skipping only *(not as horse leads etc). Ropes to be used as a teacher directed activity. Ropes can be used to tie equipment together as part of a child initiated or teacher directed activity. No children or staff can be tied up in these imaginary games.	Hoops to be used for purpose – 1 person to hoola hoop. Hoops can also be used to roll with care or to throw bean bags or soft resources into as part of a hand eye co-ordination or counting game.
Running and chasing games	Bumps, falling down, grazes, cuts and possible fractures/breaks – possible head concussion.	Running on the grass only when weather permits.	Tennis nets to move to allow running when grass area is too wet.
Gravel digging area	Falling over, tripping or bumping onto gravel stones.	Children can use the large digger/dumper trucks, weighing and measuring equipment in the gravelled area. Pupils cannot throw any stones they must be placed into containers to avoid anyone getting hit by the gravel.	Staff to model how to use equipment effectively. Monitor the equipment to check that it is not split or broken.
Tyres	Falling over, bumping head, rolling onto feet, hands and face.	Pupils to stack no more than 2 high and must be used for climbing on, on the grass or soft pore area. Can be used 1 high anywhere in playground.	Place for climbing decided and assessed daily. Staff to model how to use and move/store safely.

			Monitor equipment to check that it is not split/broken.
Crates	As above – fall and land on concrete floor	When stacking at the end of the day – stack 2 high but must be modelled by staff so they are safe. Pupils can use them 1 high anywhere in the outside environment but if making 2 high for a tunnel it must be on soft pore or grass. Children must not walk on top of 2 stacked crates.	Staff to model how to use and move/store safely. Explain to lunch time staff how to use and store safely.
Wooden Blocks	As above – could hurt someone if not carried properly.	Can build/create walkways more than 1 high if on soft pore (no more than 2 high) – If 1 high can be used anywhere in outside environment. If wet, not to be used to walk on. Blocks must be stacked appropriately under the cover outside nursery to prevent damage at the end of the day.	Teacher to model how to use and carry/store safely and appropriately. Self safety checks to be used daily. Monitor blocks for rough edges, damaged sides.
Trees	Fall out of tree Scratch themselves on a branch	Children can move around the trees but avoid low branches at face height. ChIldren do not climb the trees.	Staff supervise Staff/gardeners monitor the length of the branches.

<u>Lunch time use</u>

Reception Class will use the Butterfly Garden and KS1 yard. Nursery children will continue to use the Rainbow Garden. If a child needs the toilet then a member of staff must escort and wait by the entrance door to safeguard the needs of the child. During this time, that staff member can observe and manage play from that area. If that member of staff needs to go inside at any point then an immediate assessment must be carried out and areas cordoned off to ensure that purposeful and safe play continues in accordance with risk assessments and ratio guidance.

In summary, this is what St Cuthbert's will do to manage risk …

- All staff will be involved in assessing risk daily – THE SAFETY AND WELFARE OF ALL CHILDREN IS PARAMOUNT!
- Risk assessments will be reviewed regularly.
- If staff see a hazard they will either remove it or make the area safe.
- All staff will model how to use resources/equipment effectively.
- All staff will support and model how to move around the setting safely.

All policies will be reviewed annually (September) by EYFS staff and Senior Leaders. External trips see whole school educational visit guidance.