

EAST FARLEIGH PRIMARY SCHOOL

FOUNDATION STAGE RISK ASSESSMENT 2017-2018



Extract from the statutory framework for the Early Years Foundation Stage

“It is essential that children are provided with safe and secure environments in which to interact and explore rich and diverse learning and development opportunities. Providers need to ensure that, as well as conducting formal risk assessment, they constantly reappraise both the environments and activities to which children are being exposed and make necessary adjustments to secure their safety at all times. Suitable premises, environment and equipment - Outdoor and indoor spaces, furniture, equipment and toys, must be safe and suitable for their purpose.

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.”

General Risk Analysis

- Be aware of the temperature of tap water.
- Keep work surfaces as clutter free as possible.
- Keep unused electrical sockets secure with safety covers.
- Mop up spilt liquids promptly and cover until dry – clearly marking out of use areas.
- Sweep up spilt sand/ other resources similar to this promptly.
- Keep floor clutter free.
- Make sure that computer cables do not trail on the floor.
- Make sure that the computers are not left on unattended.
- Check play equipment regularly.
- Warn children about the dangers of trapping fingers in doors.
- Supervise children outside at all times.
- Make sure all gates and fences are secure/ locked.
- Be aware of children outside slipping on the decking.

Outdoor Environment Checklist

Is the outdoor environment safe and secure?	✓
Is the learning environment an emotionally safe place for children to be?	✓
Is the outdoor environment accessed in all weathers?	✓
Does the learning environment enable children to continue to develop as independent learners?	✓
Are learning opportunities maximised by using the space and time available to you creatively?	✓
Can the children use the outdoor environment for all aspects of their learning?	✓
Is the outdoor environment easily accessible to the children?	✓
Is the outdoor environment always supervised?	✓
Is there adequate space for the children to learn and play?	✓
Do you offer a range of outdoor activities for each of the seven areas of learning?	✓

Points considered

Visibility	
How much of the outside area can be seen?	Nearly all parts can be seen. Most can be seen from inside the building. The adult(s) outside make sure that the children are always in sight and are taught and supervised accordingly.
Are there any blind spots?	Out of the side gate of our outdoor area. When this is in use, teachers move themselves to ensure children are seen. Children are spoken to about being in sight all the time. Indoor teachers also monitor from the windows.
Is condensation an issue?	No

Access points/ security	
How do the children access the outside environment?	Through the classroom door with an adult. Under no circumstances do children go outdoors unattended. Discussion with children about safe use of the stairs. Ensuring that wellington boots are put on the racks carefully and not left as a hazard at the top of the stairs.
How are the access points made secure?	Gates are only ever opened by an adult. Children know not to open these and this is always discussed.
How often are fencing/ gates checked by staff?	At the beginning of the session the gates are checked by staff.

Equipment	
Which equipment/ resources will always require adult supervision?	All outdoor activities have general supervision to ensure that everyone is safe and that children are playing/ working appropriately. Adults set up the outdoor environment prior to children coming into the setting. Children are supervised when putting equipment away.
Which equipment/ resources will require regular safety checks?	All items are checked on a daily basis, but the vehicles, the climbing frame, the outdoor classroom, the sand and water trays all have regular safety checks to ensure they are suitable and safe.
How often and by whom will these checks be made?	Before each session. Caretaker checks fences regularly. All staff monitor equipment regularly.

Pupils	
Are there any children who will need particular support and supervision in the outside environment?	All children will be supported and supervised according to their needs.
How many children can have access to the environment?	All children have access to the indoor and outdoor learning environments (pupil / staff ratios adhered to)

	There can be up to 30 pupils in the outdoor space at any given time and adults adjust their supervision according to the needs of the location of pupils.
How will this be controlled, so you know who is outside at any given time?	Our pupils are encouraged to be independent learners and are therefore given free choice throughout the continuous provision that is provided. Adults use their common sense when judging how many children are in each area of the provision.

Other	
How will weather conditions affect surfaces, equipment, activities and access?	Items are stored in the container or inside our foundation stage unit. Surfaces are obviously affected by weather conditions but access is only allowed if the surfaces are safe. The caretaker clears any potential hazards such as wet leaves, ice, litter etc. Children access the outdoor provision in all weathers and suitable clothing is available for all.
First aid - are adults working in early years aware of the designated first aider in school?	Teachers and teaching assistants have a current first aid certificate. All staff receive first aid training every three years.

General Outdoor Area Risk Assessment

Who could be harmed?	Children
Existing controls	Outdoor equipment is checked daily to ensure everything is safe and in working order. Staff made aware of any common possible hazards e.g. by the caretaker. The gates are to be closed at all times and opened at the appropriate times of the day. Suitable clothing available to suit the weather conditions. Accurate ratio of adult: children supervision.
How serious is the risk of injury?	Low
What further action is needed to control the risk?	Continual vigilance by all staff both indoors and outdoors. Ensure that admin staff do not allow access through the main school gates to anyone who has not identified themselves.
Who will be responsible for what action and when/how often will it be taken?	All staff on an on-going basis.
How checked and by whom?	All staff, at the beginning and end of each session. Caretaker regularly.

Individual activity risk assessment

SEVERITY		LIKELIHOOD	
Rating		Rating	
5	Death/ permanent disability	5	Will almost certainly happen.
4	Serious injury/ long term sickness	4	Highly likely to happen.
3	Temporary disability 3-day absence	3	Possible.
2	Required medical attention	2	Might/ less likely.
1	Minor injury e.g. bruise, graze	1	Remote possibility.
Severity x likelihood = risk factor			
Factor	Risk Assessment		
16-25	Unacceptable! Requires immediate attention.		
10-15	A high priority for action.		
6-9	Medium risk – do something as soon as possible.		
3-5	Low priority – examine practicality of change.		
1-2	Low risk – no further action required.		

Vehicles area (scooters, bikes etc.)

Possible Risks	Existing Controls	Severity	Likelihood	Severity x likelihood
<ul style="list-style-type: none"> • Broken parts • Flat tyres • Rusting or flaking metal • Children falling off a vehicle 	<p>Vehicles to be checked daily to ensure they are in working order; no broken parts, good condition etc – staff to give them a test drive regularly.</p> <p>Adult supervision</p> <p>Ensure the children are clear about the expectations and routines for using wheeled toys before the children can access them independently.</p>	1	3	3

Sand tray

Possible Risks	Existing Controls	Severity	Likelihood	Severity x likelihood
Children getting sand flicked in their eyes.	Model good playing – adult to keep a close eye on this area to ensure children are playing appropriately.	1	3	3
Any litter/ insects etc getting into the sand and going unnoticed	Make sure that the sand tray lid is put on at the end of the day to avoid anything getting in the sand.	1	3	3

The tray being left out overnight out of the shelter	Staff to work together when lifting the lid on/ off and when moving the tray to prevent staff injury.	1	3	3
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Water tray

Possible Risks	Existing Controls	Severity	Likelihood	Severity x likelihood
Children getting water in their eyes	Model good playing – adult to keep a close eye on this area to ensure children are playing appropriately	1	3	3
Any litter/ insects etc getting into the water tray.	Water is changed in the beginning of each session. Empty the tray at the end of the day.	1	3	3

Other outdoor equipment

Possible Risks	Existing Controls	Severity	Likelihood	Severity x likelihood
Pirate ship – falling from it, slipping on it, splinters and slippery if it's raining.	Constant supervision by adults. Not to be used without the presence of an adult.	2	3	6
Tyres – slipping off of tyres, catching hands or feet under them, rolling them and being hit by one.	Discussion with the children about safe use of the tyres and teaching them appropriate risk taking. Adult supervision constantly.	1	3	3
Mud kitchen – forks, spades, etc being used inappropriately	Children will always be supervised when playing in the mud kitchen. Regular discussion about safe use of the equipment.	1	3	3