

# **Avanti School Trust**

## **EYFS Risk assessment**

## 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 parents and children.

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.

# Contents

Daily Checklist

Indoor Risk Assessment

Outdoor Risk Assessments:

- Mud kitchen and digging patch
- Climbing equipment and free standing equipment
- Wheeled toys
- Growing beds/vegetable gardens
- Sand and water
- Bug hotel
- Construction
- Stage

## Daily Safety Checklist

Item	Details	Tick or Comment
<b>OUTDOOR ENVIRONMENT</b>		
1	Gate to front of school is locked	
2	Gates to Nursery area locked	
3	Storage sheds are locked	
4	Check under any covered areas, sweep if necessary	
5	Pick up litter	
6	Check drain holes are clear and covered with grill	
7	Check outdoor furniture is safe	
8	Remove any broken/unsafe outdoor toys and equipment	
9	Check the outdoor surface is safe	
10	Ensure all tarpaulin is stored safely	
<b>INDOOR ENVIRONMENT</b>		
1	Check toilets and sinks are clean and there is sufficient toilet paper and soap.	
2	Check indoor furniture and equipment is safe.	
3	Check plug sockets are covered.	
4	Check the snack table is clean and that the children have access to fresh water	
5	Unlock the fire door to the outside area	
6	Place chairs out around tables and check for damage	
7	Check classroom floor	

## Benefit Risk Assessment: Indoor Activities

Prepared by: Date:

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
<b>Malleable activities</b>	Physical development as well as motor skills practice.	Possible allergic reactions to materials. Consumption of materials.	<i>I can roll and cut this up to make a birthday cake for you</i>				Check all information on allergies and avoid allergens. Make sure all other materials are sensitive and are diluted according to the instructions. Children follow the no consumption rule in this area	Staff and parents	
<b>Toy boxes</b>	Add stimulus to play increasing vocabulary, interaction and communication.	Falling toys, heavy boxes being moved unsafely, trapped fingers or drops on toes.	<i>We have to think before we move the boxes</i>				Ensure boxes and baskets are not overloaded. Provide low storage for boxes. Adults to oversee manual handling and model safe techniques.	Staff and children	
<b>Slips and trips</b>		Children trip or slip on toys left on the floor	<i>You need to look where you are walking, tidy up what you don't need</i>				Set expectations about how much can be out at any one time and encourage children to tidy up what they are no longer playing with to keep the environment safe. Any spills on floor to be mopped up straight away. Any objects on floor that could be a trip hazard to be picked up.	Staff and children	
<b>Scissors, hole punches</b>	Promotes the children's motor skills and creative play	Children cut themselves or others	<i>When need to hold the scissors safely and walk with them. I must not put my fingers in the hole punch.</i>				Talk to the children about the use of scissors, e.g. for paper and card. The scissors must be used to cut. Make it clear to the children that you don't use the scissors to cut hair or each other's clothes. Model to the children how to use scissors and walk with them safely. Model how to use the hole punches.	Staff and children	
<b>Open shelves</b>	Encourage independence and self-selection of resources	Children climb the shelves or hang of it causing shelves to fall	<i>I must not climb the shelves or hang off the furniture</i>				Talk to the children about the open shelves and how to use them safely. Encourage the children to find an adult if a child is using the shelves incorrectly.	Staff and children	

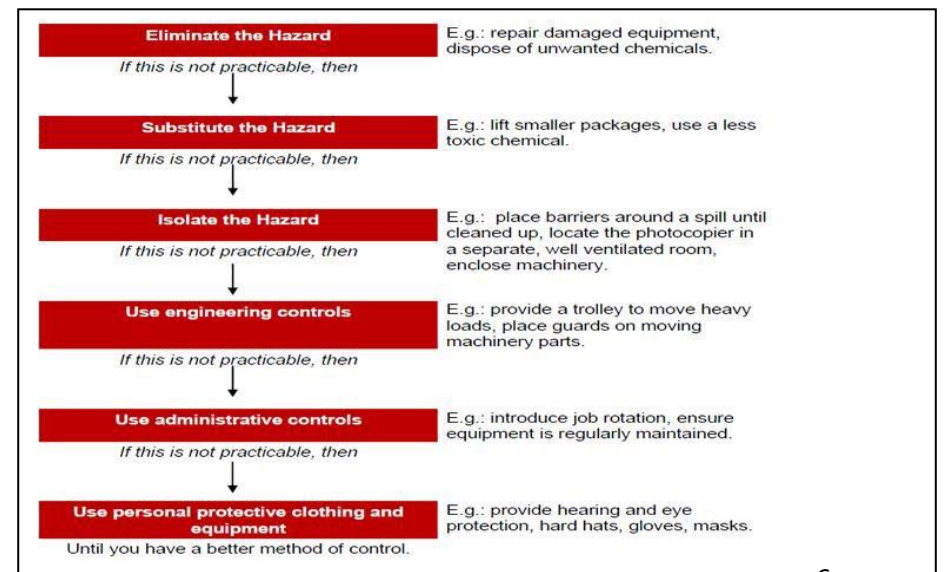
## Benefit Risk Assessment: Mud Kitchen and Digging Patch

Prepared by: Date:

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
<b>Contact with soil</b>	Exposure to beneficial bacteria to build a healthy immune system. Sensorial open ended materials. Normal childhood experience.	Ingesting soil	<i>It's fun to get dirty</i> <i>The mud feels good</i>				Provide hand washing facilities during and after play Establish good handwashing routines. Children encouraged to follow a no consumption routine in this area	Staff At the beginning of each session	
<b>Soil contamination</b>	Children can be involved in checking the area before play creating a sense of ownership and raising awareness of potential hazards	Ingesting/ absorbing contaminated soil	<i>Tell the teacher if we see something strange</i>				Soil should be checked for contaminants daily, before play This is part of the daily checklist Children follow the no consumption rule in this area Not using manure or any chemicals on the garden or surrounding areas.	Staff Part of daily checklist	
<b>Washing up hands</b>	Children learn good hygiene practices	Wet areas Slips and trips	<i>We need to wash the mud off properly</i>				Provide washing facilities and at times of extreme mud, provide rinsing facilities outside. Staff to monitor floor areas for water and mop up when necessary.	Staff to monitor	
<b>Washing up utensils, equipment</b>	Involving the children in the cleaning and tidying creates a sense of ownership Can help with fine and gross motor skills	Manual handling Moving pots and pans	<i>We need to pick the pots up off the floor and put the spoons away</i>				Ensure buckets and baskets are not overloaded. Provide low storage for pots and pans. Adults to oversee manual handling and model safe techniques.	Staff to monitor	
<b>Water</b>	Adds a new dimension to the play, changing the states of materials so children can mix, tip, pour and stir to create potions, stews and soups. Covers aspects of maths, and science.	Drowning Flooding during prolonged or heavy rain	<i>I have made a stew we are going to have our friends over for tea</i>				Containers provided do not allow children to fall in. Teachers to supervise where large troughs are in use and do not fill deeply. Staff to monitor area during prolonged heavy rain	Staff to monitor	

<b>Water</b>	As above	Stagnant water, consumption/ absorption of contaminants	<i>Don't drink it, it would be yucky!</i>				Water containers are emptied at the end of each session/ day so they do not go stagnant. Water containers are emptied regularly and check for contaminants. Children are encouraged to follow a no consumption routine in this area. Children are made aware of the hazards of stagnant water.	Staff to monitor	
<b>Wet/dirty clothes</b>	Children become responsible for their own belongings Children practice changing clothes and shoes	Children get cold	<i>We should wear mud suits and wellies so they can get dirty</i>				School has a supply of mud suits and wellies. Parents are asked to supply coats that they do not mind getting muddy.	School Parents	
<b>Gravel, pebbles, woodchip or other pieces of natural material</b>	Fine and gross motor skills are developed when lifting, mixing, stirring and pouring The connection to nature	Choking	<i>I love mixing all the materials into my pot</i>				Any children who are likely to explore putting things into their mouths are identified and given greater supervision in this area Children encouraged to follow a no consumption rule in this area	Staff	
<b>Using plants and other foraged natural materials</b>	Connection to nature Creative stimulus Sensorial Open ended materials	Ingesting or absorption of poisonous plants Allergies	<i>I like adding leaves and twigs to my potion</i>				Raise the risk of eating plants Plants within the play area are chosen carefully. Adults to remove hazardous plants Children encouraged to follow a no consumption rule in this area. Children encouraged to wash their hands after play.	Staff	

Risk Matrix						
		Consequence				
		Insignificant	Minor	Moderate	Major	Catastrophic
Likelihood	Almost certain	Moderate	High	High	Extreme	Extreme
	Likely	Moderate	Moderate	High	Extreme	Extreme
	Possible	Low	Moderate	High	High	Extreme
	Unlikely	Low	Low	Moderate	High	High
	Rare	Low	Low	Low	Moderate	High



## Benefit Risk Assessment: Climbing equipment and free standing play equipment

Prepared by: Date:

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
<b>Tyres</b>	Opportunity to see the environment from a different perspective, practice jumping, climbing and sliding from different heights Incorporate equipment into role play	Falling from a height, slipping on equipment	<i>I am a going to climb all the way to the top of the tyre mountain</i>				All children to have a safety talk before using the equipment and numbers are restricted to avoid collisions and overcrowding. Equipment is checked prior to use to ensure all parts are safe and secure. Equipment checked for stagnant water and tyres covered each night.	Staff and children	



## Benefit Risk Assessment: Wheeled Toys

Prepared by: Date:

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
<b>Riding on and being a passenger on the bikes</b>	Physical development, spatial awareness, communication and social skills. Part of creative play.	Knocking other children, clothing trapped in moving parts, bikes tipping.	<i>We are chasing a tiger it escaped from the zoo.</i>				Involve children in safety talks about using the bikes in the garden space. Make sure children do not wear scarves in the garden to avoid tangling in wheels. Limit the number of wheeled toys in the garden at any one time and keep them to hard surface area to avoid muddy/slippery wheels. Ensure all wheeled toys are checked over regularly for damage and replaced when necessary.	Children and staff	
<b>Scooting around the garden</b>	Physical development, co-ordination. Social and creative play.	Knocking into other children, scooters tipping/sliding. Clothing trapped in moving parts	<i>This is a police scooter we are keeping people safe.</i>				Involve children in safety talks about using the scooters in the garden space. Make sure children do not wear scarves in the garden to avoid tangling in wheels. Limit the number of wheeled toys in the garden at any one time and keep them to hard surface area to avoid muddy/slippery wheels. Ensure all wheeled toys are checked over regularly for damage and replaced when necessary.	Children and staff	

## Benefit Risk Assessment: Growing Beds/ Vegetable Garden

Prepared by: Date:

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
<b>Contact with soil</b>	Exposure to beneficial bacteria to build a healthy immune system. Sensorial open ended materials. Normal childhood experience.	Ingesting soil	<i>It's fun to get dirty</i> <i>The mud feels good</i>				Provide hand washing facilities during and after play. Establish good handwashing routines. Children encouraged to follow a no consumption routine in this area	Staff At the beginning of each session	
<b>Soil contamination</b>	Children can be involved in checking the area before play creating a sense of ownership and raising awareness of potential hazards	Ingesting/ absorbing contaminated soil	<i>Tell the teacher if we see something strange</i>				Soil should be checked for contaminants daily, before play. This is part of the daily checklist Children follow the no consumption rule in this area. Not using manure or any chemicals on the garden or surrounding areas.	Staff Part of daily checklist	
<b>Washing up hands</b>	Children learn good hygiene practices	Wet areas Slips and trips	<i>We need to wash the mud off properly</i>				Provide washing facilities and at times of extreme mud, provide rinsing facilities outside. Staff to monitor floor areas for water and mop up when necessary.	Staff to monitor	
<b>Using gardening tools</b>	Children develop safe handling skills; understand the purpose of gardening tools.	Cuts/grazes from using tools. Poking or eye injuries.	<i>We need to dig up the potatoes for our soup.</i>				Ensure children are shown how to use the tools safely and that they only work under supervision when using sharp tools. Make sure tools available are child sized and appropriate. Check all tools regularly for damage and replace where necessary.	Staff and children	

<b>Growing own food to cook in the environment</b>	Scientific knowledge of plants and growth cycles. Understanding about environmental issues. Cooking and tasting a variety of home-grown foods.	Allergic reaction to foods.	<i>We made this leek and potato soup with vegetables that we grew in our garden.</i>			Ensure all information on allergies is stored centrally and all staff are aware of known allergens. Parents to inform school of any changes and updates and ensure all medication is in school. Staff to check dates and ensure all medication is stored centrally and in date. Plan activities carefully for children with allergies considering ingredients and possible sources for reaction. Source alternative safe ingredients where necessary.	Staff, parents, children	
<b>Cooking and /or eating food grown in the garden</b>	Knowledge of foods and how they grow. An understanding of healthy diets.	Allergic reaction to food. Consumption or absorption of a contaminant.	<i>I didn't know potatoes grew under the ground.</i>			Children to understand not to put anything in their mouths in this area. Foods harvested to be washed and prepared safely. Staff carrying out cooking activities to have the relevant food hygiene certification. (EYFS lead to ensure this is kept up to date) Children to be involved in safe food preparation to develop their understanding.	Staff and children	
<b>Water</b>	As above	Stagnant water, consumption/ absorption of contaminants	<i>Don't really drink it, it would be yucky!</i>			Water containers are emptied at the end of each session/ day so they do not go stagnant. Water containers are emptied regularly and check for contaminants. Children are encouraged to follow a no consumption routine in this area. Children are made aware of the hazards of stagnant water.	Staff to monitor	
<b>Wet/dirty clothes</b>	Children become responsible for their own belongings Children practice changing clothes and shoes	Children get cold	<i>We should wear old mud suits and wellies</i>			School has a supply of mud suits and wellies. Parents are asked to supply coats that they do not mind getting muddy.	School Parents	

## Benefit Risk Assessment: Sand and Water

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
<b>Sand play</b>	Sociable play, motor skills, creative play, language development.	Sand flipping up into eyes.	<i>We are digging for treasure.</i>				Talk to the children about playing together in the sand and use the rhyme – 'the sand stays down low or out you go' Monitor the number of children playing in the sand pit and regulate if necessary.	Staff and children	
<b>Slipping on loose sand around the pit</b>	Children benefit from playing in a large sand pit and connecting with the material.	Children slip and injury themselves on loose sand surrounding the pit.	<i>I have to climb out carefully and empty my wellies into the pit.</i>				Adult to model how to empty sand from wellies, into the sandpit. Adults to monitor and clear the build-up of sand around the pit. Sweep sand from the walls into the sandpit before the cover is placed over the sand.	Staff	
<b>Sand contamination</b>	Children can be involved in checking the area before play creating a sense of ownership and raising awareness of potential hazards	Ingesting/ absorbing contaminated sand	<i>Tell the teacher if we see something strange</i>				The cover needs to be in place at the end of each day. Adults to remove the cover and check for any contamination. Area around the sandpit to be checked each day for any contamination, rubbish blown in, animal droppings etc.	Staff	
<b>Sand and water</b>	Sociable play, motor skills, creative play, language development. Science and mathematical development.	Water or sand splashed into eyes, consumption of materials.	Keep the sand down low or away you go – we try to do this				Involve the children in setting the safety rules in these areas.	Staff and children	
<b>Sand and water</b>	Sociable play, motor skills, creative play, language development. Science and mathematical development.	Slipping on sand and water on the floor	We need to be careful if there is stuff on the floor				Staff to monitor these areas and encourage children to spot and help clear spillages to reduce the risk of slips.	Staff and children	
<b>Water tray play</b>	Science exploration on water movement, maths capacity, motor skill development in filling and pouring.	Children become wet and cold	<i>I love when the water spills over the top – it's like a volcano.</i>				Staff to consider the temperature outside before placing water trays out. If children are playing at the water ensure cover-ups are available to use.	Staff and children	

<b>Water</b>	As above	Water is dirty or contaminated	<i>The water is dirty.</i>				All water trays to be emptied at the end of the session/day and refreshed with clean water each day. If children have transported soil/sand or other materials into the water, then trays need to be washed before they are refreshed.	Staff then children	
<b>Water toys</b>	Offer creativity in the water play, can facilitate maths and science talk and interactive play.	Toys hold water and become mouldy or contaminated.	<i>I love the water mill it spins round and round when I pour the water here.</i>				Staff to ensure all water toys are drained and left to dry overnight – toys are periodically sterilized and checked for mould. Toys to be replaced when necessary.	Staff and children	
<b>Sprays/bubbles</b>	Aiming skills. Blowing. Coordination.	Bubble solution or spray in the eye.	<i>I love watching the bubbles go across the garden then they pop</i>				Staff to involve children in assessing the risks of blowing bubbles or spraying water and look at how to do it safely. Staff to supervise use of bubbles.	Staff and children	

## Benefit Risk Assessment: Bug hotel

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
<b>Leafs and sticks in bug hotel</b>	The leafs and sticks encourage bugs for the children to explore	Bacteria and viruses, sharp sticks	<i>Look! A woodlouse in the leafs.</i>				<ul style="list-style-type: none"> <li>• Explain to the children that they must wash their hands after playing in the bug hotel.</li> <li>• Do not put your hands in your mouth.</li> <li>• Do not put the leaves and sticks in your mouth.</li> <li>• Do not pick up the leaves and sticks and disturb the creature's home.</li> </ul>	Staff and children	
<b>Snails</b>	The children get to explore the features of a snail and observe them exploring the bug hotel	E. coli	<i>A snail! Look at its shell and long foot.</i>				Give the children warning and tell them to keep their hands away from their mouth. Wash hands once finished with the activity.	Staff and children	
<b>Beetles</b>	The children get to experience different beetles and their features	Beetle jaws – sharp centipedes jaws	<i>I love this beetle. Look at all of the colours</i>				Provide brushes to put creatures into bug boxes for viewing. Give warning about sharp jaws and clear instructions on handling and viewing.		
<b>Insect Sting</b>		A bee or wasp sting may cause a large swelling at the site of the sting. This is not dangerous provided that the sting site is not on the face or in the airway that might be obstructed by the swelling. A few people (less than 0.5% of the U.K. population) may experience a severe, generalised allergic reaction known as anaphylaxis. The bee leaves its stinger (with venom					<p>Wear shoes at all times when outdoors.</p> <p>If a bee or wasp comes near, do not try and swat the insect but move away slowly and calmly.</p> <p>If the insect lands on you, try not to panic. Keep calm and be patient. The insect will usually fly away after a few seconds</p>	Stay calm Send for the first aider on duty giving the name of the pupil and class.	

		sac attached) in the victim. Because it takes a few minutes for all the venom to be injected, quick removal of the stinger is important and can be done with one quick scrape of the fingernail.						
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### Benefit Risk Assessment: Construction area

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
<b>Sticks</b>	Gross motor skills, enhance children's imaginative play	Twigs in eyes	<i>I am going to use this stick as a flag pole on my pirate ship</i>				Explain to the children that sticks need to be kept down low. The children will be provided with large open space to handle large sticks. The children will be reminded and encouraged to be aware of other children around them.	Staff and children.	
<b>Gravel, pebbles, woodchip, nuts and bolts other pieces of natural material</b>	Fine and gross motor skills are developed The connection to nature The opportunity to use imagination using loose parts	Choking	<i>These bolts are going to fix the aeroplane</i>				Any children who are likely to explore putting things into their mouths are identified and given greater supervision in this area Children encouraged to follow a no consumption rule in this area Model to the children how to use the nuts and bolts safely.	Staff	

## Benefit Risk Assessment: Stage area

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
<b>Stage area</b>	The children develop social skills, creative skills and communication and language	The children fall of the stage or trip on the low level stage	<i>I love performing on the stage. I'm going to sing...</i>				Make the children aware of the raised stage and to walk at all time. Show the children where the stage stops and talk to them about what will happen if they are not paying attention.	Staff and children	
<b>Musical instruments</b>	The children develop the creative skills and communication and language	The children trap fingers in different parts of the instruments	<i>Listen to the instrument. I like the sound of this one.</i>				Show the children how to use each instrument correctly and safely. Encourage the children to show each other how to use the instruments correctly.	Staff and children	

<b>Name</b>	
<b>Signature</b>	
<b>Date</b>	
<b>Comments/follow-up</b>	