



AVANTI SCHOOLS TRUST

Avanti Park School Early Years Foundation Stage Policy

April 2021

Review date: April 2022

Early childhood is the foundation on which children build the rest of their lives. We value the importance that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. We also view the EYFS as preparation for life and not simply preparation for the next stage of education. The Avanti Way underpins all we do, to ensure our children have the best possible start on their journey to Educational Excellence, Spiritual Insight and Character Formation.

Aim

We aim to support all children to become independent and collaborative learners by:

- Providing a happy, safe, stimulating and challenging programme of learning and development.
- Providing a broad, balanced and creative curriculum that will set in place firm foundations for further learning and development.
- Fostering independence and self-confidence in all children.
- Valuing what each child can do, assessing their individual needs and helping each child to progress.
- Developing strong relationships with parents and carers to build a partnership in supporting their children. We know parents are children’s first and most enduring educators and we value the contribution they make.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

Curriculum

The early years curriculum we will offer children is based on the following principles:

- It builds on what children already know and can do.
- It ensures that no child is excluded or disadvantaged.
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors.
- It provides a rich and stimulating environment.
- It acknowledges the importance of a full working partnership with parents and carers.

Our curriculum for EYFS is based on the statutory framework for the Early Years Foundation Stage 2021 (setting the standards for learning, development and care for children from birth to five). We use *Development Matters in the Early Years Foundation Stage*; non-statutory guidance material which supports the implementation of the statutory requirements of the EYFS. At the end of the Reception year, each child will be assessed against the 17 Early Learning Goals (ELGs), each one linked to one of the seven areas of learning highlighted in the EYFS curriculum below.

Our EYFS curriculum will focus on the following domains of learning:

Domains of learning	National curriculum areas of learning	
English and Languages	Communication and Language (C&L)	Literacy (Reading & Writing)
Mathematics	Number & Numerical patterns	
Physical development and movement	Physical development (PD)	
Arts, Music and Crafts	Expressive Arts and Design (EAD)	
Philosophy, faith and belief (to include PSED)	Personal, social and emotional development(PSED)	
Nature and the environment, science and technology	Understanding the World (UW)	

These domains of learning and development will shape educational provision in our Early Years. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others; staff will take responsibility for ensuring a balance of adult led and child initiated activities in order for most children to reach

the levels required at the end of EYFS. Children's development levels are assessed and as the academic year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas.

Literacy development: involves encouraging children to link sounds and letters and to begin to read and write. Within the classroom, we encourage this with the use of the writing portion of Read Write Inc and daily stories. The children in the EYFS participate in daily phonics sessions, following a nationally recognised programme. In our school we use Read Write Inc.

Our learning environment and the delivery of the curriculum incorporates the three characteristics of effective learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.
- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

EYFS staff will use observations as the basis for planning; observing children to identify their achievements, interests and next steps for learning. These observations will direct planning.

Children will have access to both inside and outside areas across the day; this has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors.

Parents as Partners

Parents and carers have an important role to play in the education of their child. We strive to create and maintain partnerships with parents from the outset as we recognise that together we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate in their child's education and care as parents are children's first and most enduring educators. At the school we develop longstanding caring, respectful, professional relationships with our children and their families.

Teaching and Learning

The need and interests of the children, the environment and the time of year are reflected in our planning. We organise the curriculum into topic areas which are underpinned wherever possible by the global themes and Big Questions which the rest of the school are addressing and we use these age-appropriately to make connections to all seven areas of learning. We use curriculum overviews and refer to long term, medium and short term plans, with the flexibility to change and adapt to children's interests.

The children feel listened to and valued because they contribute to the planning process, which gives them ownership and improves their learning experience. Through learning, children are encouraged to become independent learners as they access the different areas of learning. It is important at this early stage that children are provided with the skills necessary to identify and communicate their needs and wants, look after themselves and their belongings and make choices. This independence helps children to make sense of the world around them and provides them with opportunities to create, investigate and communicate.

In the EYFS we recognise the following as key features of quality teaching and learning:

- The presence of strong partnerships between teachers and parents
- Teachers understand how children develop and learn and how these variations affect their teaching
- A well planned curriculum which helps children work towards the Early Learning Goals
- Teachers give clear explanations and set clear expectations
- Teachers plan appropriate interventions with support from outside agencies if appropriate
- All practitioners facilitate progression in learning through effective scaffolding

- A well thought out environment, which allows children to feel safe and confident to communicate/talk about their learning and to develop as independent learners
- Consistent assessment for learning
- An underlying ethos of high expectations, praise and encouragement
- Embedding the ethos and values of Avanti Schools Trust.

The Learning Environment

The EYFS classrooms are organised to enable children to explore and learn securely and safely. There are areas where the children can be active, creative and quiet. Each classroom will have clearly defined learning areas where children are able to locate equipment and resources independently. We deliver learning experiences through purposeful learning with a balance of adult-initiated and child-initiated activities.

Outdoor Learning

Children will have the opportunity to learn through play outside on a daily basis throughout the year in all kinds of weather. Provision outside should allow children to have the freedom of the outdoors and offer children the opportunity to move on a larger scale, to be active, noisy and messy and to use all their senses with their whole body. Therefore, carefully planned outdoor learning experiences will help all children to find out about themselves and their capabilities. Outdoor learning helps develop self-confidence, independence and lays the foundations for a healthy life. We will ensure that there is a balance of adult-led and child-initiated activities delivered through indoor and outdoor learning. We will monitor equipment so that outdoor and indoor spaces, furniture, equipment and toys, must be safe and suitable for their purpose with appropriate risk assessments carried out.

The role of the lead practitioner outside is crucial in:

- Supporting children's learning through outdoor planned learning activity
- Extending and supporting children's spontaneous learning
- Planning and resourcing a challenging environment
- Developing children's language and communication in their learning
- Observing children and adapting provision
- creating structures to clearly show who is responsible for the setting up and clearing away of outdoor resources
- Demonstrating an enjoyment of being outside with the children
- Linking provision to the planned indoor curriculum and building on children's interests. Weather conditions should be viewed as an opportunity to develop children's learning
- Encouraging children to assist in tidying up after the morning and afternoon session.
- Supporting the children's spontaneous talk and exploration, through imaginative and skilful interaction.

Behaviour management

Children are supported to manage their behaviour in line with accepted school procedures. At all times practitioners are expected to behave thoughtfully, from a position of understanding individual needs and to use the Avanti approach and relevant strategies in managing children's behaviour and feelings.

Observation and Assessment

Formative assessment is at the heart of our Early Years practice. Observations are recorded in a variety of ways; photographs, written notes (short and long observations), children's learning, parent observations and are used to inform teacher assessment which will be shared with parents at different stages of the year. At the end of Reception, a child's Learning Journey will be used to provide evidence for the assessment of whether they are working at a stage which is emerging, expected or exceeding in the Early Learning Goals (ELGs) for the seven areas of learning and development. These observations are recorded via Tapestry.

Assessment is inputted on Arbor regularly in line with the Trust's data drops deadlines. The Reception Baseline Assessment (RBA) is used to gauge the starting point of children on entry to the school. This short assessment, will be taken in the first month in which a child starts reception. Children will also be assessed half-termly in Phonics to closely monitor their progress.

Inclusion/ Special Educational Needs

All children and their families are valued at the school. Children are treated as individuals and they all have equal access to our daily provision. The broad and differentiated nature of our planning means our plans are flexible to meet the needs of all children regardless of disability, ability, race, ethnicity, culture, language, gender, sexual orientation, age, religion or social background.

Early identification of special needs is crucial to enable staff to support the development of the child. Concerns are always discussed with parents at an early stage and the school's Special Educational Needs Coordinator (SENCO) or Inclusion Manager is called upon for further information and advice from external agencies.

In order to accommodate children's particular learning style, lessons will be planned, wherever possible, in a multi-sensory way so that the various activities will cater for all children in the spirit of inclusion.

Role of Key Person

Every child in the EYFS is allocated a key person; a member of staff who has special responsibility for the education and welfare of a particular group of children. For Reception children, their Key Person will be their teacher. Nursery children's allocated Key Person will be the class assistant, to enable smaller groupings and individualised learning, but the teacher retains overall responsibility for provision, assessment and reporting.

The Key Person will:

- Develop secure trusting relationships with key children and their parents/carers
- Provide a secure base for key children by supporting their interests and explorations and by being physically and emotionally available to them
- Comfort distressed children by acknowledging their feelings, offering explanations and reassurances calmly and gently
- Acknowledge and allow children to express a range of feelings
- Settle new key children into the setting
- Settle key children and where possible eat with them in small groups.

Key person responsibilities include:

- Keepings records of key children's developmental progress, contributing observations to records kept by colleagues and sharing records with parents
- Observing key children and analysing the information gathered through observation
- Planning and evaluating learning experiences for individual children based on observations of their interests and developmental stages
- Contributing in writing individual education plans and reports for key children with special educational needs
- Communicating with parents on a daily basis wherever possible.

Safeguarding

The EYFS Leader must hold a Level 3 qualification with all other staff holding a Level 2 or equivalent qualification. At Avanti Park, all classes are led by a qualified teacher. All staff must adhere to Avanti School Trust Safeguarding Policy and refer all areas of concern to the named Designated Safeguarding Lead.

We have clear procedures for assessing risk, which includes procedures for keeping children safe during outings and for many aspects of the environment, or provision that may require a further risk assessment. In addition to this, appropriate risk assessments are conducted in the Early Years Foundation Stage. (See Annex 1)

Transitions are carefully planned for acknowledging the child's needs. We aim to establish effective partnerships with those involved with each child in order to provide the best support.

Transitions

Families joining the EYFS are offered 'Stay and Play' sessions. Parents are invited to an information morning about the EYFS to ensure families are prepared and informed.

Home visits are made so children are introduced to early years practitioners in an environment that is familiar and comfortable to them. Parents/carers are invited to share details of their child's interests and development and to advise us of any concerns of medical requirements that might be needed. Staff take the opportunity to get to know, observe and play with the child.

Children are introduced to the EYFS in small groups so that they have more time with practitioners during their settling in period and to help develop relationships between the child and staff before allocating a key person. The key person will help the child and parent/carer become familiar with the setting and to feel confident about our practice.

Previous setting - Staff will liaise with previous settings to ensure information is shared with colleagues from different settings about children entering the school. Where a child has an identified SEND, staff visit them at their first setting.

Transition between year groups and into Year One - The summer term is when most transition work takes place to support children with this change. Children meet their new teachers and prepare work to take with them to their new classes. The Reception children join Key Stage 1 children for some play times and assemblies. They visit their new classroom and where possible their new teacher spends some time working in the known Reception class and/or the children may spend time with their new teacher in the new classroom.

Annex

Annex 1 – EYFS RISK ASSESSMENT



Avanti Park School

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
OUTDOOR ENVIRONMENT		
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 apparatus is safe	
8	Remove any broken/unsafe outdoor toys and equipment	
9	Check the outdoor surfaces are safe and free of animal excrement	
10	Check glass, doors and windows.	
11	Anything Additional Noticed	
INDOOR ENVIRONMENT		
1	Check toilets and sinks are clean and there is sufficient toilet paper and soap.	
2	Check indoor furniture and equipment is safe. All sharp objects and hazardous substances out of reach.	
3	No trailing wires or cables	
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/check it is unlocked and unobstructed	
6	Place chairs out around tables and check for damage	
7	Check classroom floor for hazards including trips and falls	
8	Anything Additional Noticed	

L – likely
M – moderate
H – high
E - extreme

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	M	H	E			
Malleable activities	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	
Toy boxes	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	
Slips and trips		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	
Scissors, hole punches	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	
Open shelves	Encourage independence and self-selection of resources	Children climb the shelves or hang off 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	

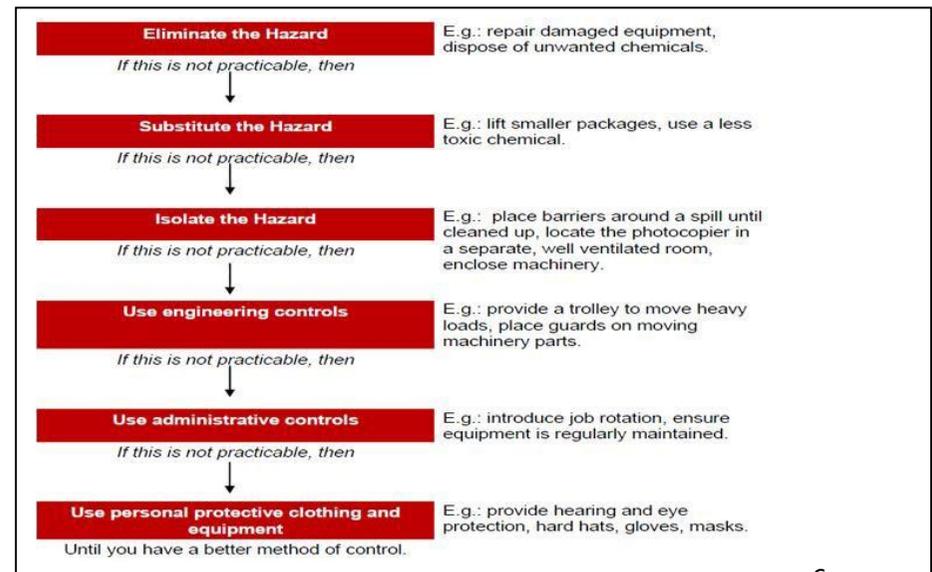
Benefit Risk Assessment: Mud Kitchen and Digging Patch

Prepared by: Date:

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)				Elimination/ Control methods	Who/When	Progress
				L	M	H	E			
Contact with soil	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	
Soil contamination	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	
Washing up hands	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	
Washing up utensils, equipment	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	
Water	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	

Water	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	
Wet/dirty clothes	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	
Gravel, pebbles, woodchip or other pieces of natural material	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	
Using plants and other foraged natural materials	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	M	H	E			
Tyres	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>	N/A	N/A	N/A	N/A	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	M	H	E			
Riding on and being a passenger on the bikes	Physical development, spatial awareness, communication and social skills. Part of creative play.	Knocking other children and adults, clothing trapped in moving parts, bikes tipping.	<i>We are chasing a tiger, it escaped from the zoo.</i>		✓			<p>Involve children in safety talks about using the bikes in the garden space.</p> <p>Agreed, taught & practised 'stop' signal.</p> <p>Make sure children do not wear scarves in the garden to avoid tangling in wheels.</p> <p>Limit the number of wheeled toys in the garden at any one time and keep them to flat hard surface area to avoid muddy/slippy wheels.</p> <p>When bikes are out, one designated adult to supervise, seated at the adjacent table. If no designated adult is available, bikes do not come out. If the adult needs to enter the bike space, the agreed signal is given and all children to stand still with the bikes while the adult enters the area.</p> <p>Only children on bikes to enter the designated area –no pedestrians.</p> <p>Ensure all wheeled toys are checked over regularly for damage and replaced when necessary.</p>	Children and staff	
Scooting around the garden	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>		✓			<p>Involve children in safety talks about using the scooters in the garden space.</p> <p>Make sure children do not wear scarves in the garden to avoid tangling in wheels.</p> <p>Limit the number of wheeled toys in the garden at any one time and keep them to hard surface area to avoid muddy/slippy wheels.</p> <p>Ensure all wheeled toys are checked over regularly for damage and replaced when necessary.</p>	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	M	H	E			
Contact with soil	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	
Soil contamination	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	
Washing up hands	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	
Using gardening tools	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	

Growing own food to cook in the environment	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	
Cooking and /or eating food grown in the garden	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	
Water	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	
Wet/dirty clothes	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	M	H	E			
Sand play	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	
Slipping on loose sand around the pit	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	
Sand contamination	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	
Sand and water	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	
Sand and water	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	
Water tray play	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	

Water	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	
Water toys	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	
Sprays/bubbles	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	M	H	E			
Leafs and sticks in bug hotel	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"> Explain to the children that they must wash their hands after playing in the bug hotel. Do not put your hands in your mouth. Do not put the leaves and sticks in your mouth. Do not pick up the leaves and sticks and disturb the creature's home. 	Staff and children	
Snails	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	
Beetles	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.		
Insect Sting		A bee or wasp sting may cause a large swelling at the site				✓		Wear shoes at all times when outdoors. If a bee or wasp comes near, do not try and swat the insect but move away slowly and calmly.	Stay calm Send for the first aider on duty giving the name of	

		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 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.						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	the pupil and class.	
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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	M	H	E			
Sticks	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.	

Gravel, pebbles, woodchip, nuts and bolts other pieces of natural material	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	
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Benefit Risk Assessment: Stage area

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)				Elimination/ Control methods	Who/When	Progress
				L	M	H	E			
Stage area	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	
Musical instruments	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	

