



WAVERTON CP SCHOOL EYFS RISK ASSESSMENT



Learning Together – Achieving Together



Why risk assess?

In Reception we aim to offer a wide range of exciting and engaging learning opportunities to help develop children's foundation skills. When groups of children work and play together there are risks, however, there are also great benefits. We take the health and safety of our children very seriously and assess each situation by considering potential risks and how to manage these. Through discussion we will decide if the risk can be managed appropriately and that the benefits are valid, reasonable and productive in moving children's learning forward. This risk assessment should be read and used in conjunction with the whole school risk assessment and Corona Virus risk assessment which is updated regularly.

The general checklist covers our daily practice. The risk assessments cover the main areas of our indoor and outdoor environment. For further information about safeguarding please see our school policy. All staff have basic First Aid training; our Reception TA has paediatric First Aid Training. All staff are trained in positive handling. Risk assessments for trips are carried out separately. All risk assessments are reviewed yearly, however, if an incident occurs an assessment will be made immediately and the environment adapted or changed appropriately.

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- Sand and water
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- Construction
- Stage



Daily Safety Checklist

Item	Details
Indoor Environment	
1	Check toilets and sinks are clean and there is sufficient toilet paper, soap and paper towels.
2	Check indoor furniture and equipment is safe.
3	Check plug sockets are covered and switched off at end of the day.
4	Clean tables after snack, ensure children have fresh water in bottles.
5	Ensure fire exits are clear.
6	Tuck chairs under tables.
7	Check classroom floor for trip/ slip hazards.
Outdoor Environment	
1	Ensure carpark gate is locked.
2	Shut gate to Year 1 area.
3	Store wheeled toys in sheds and ensure closed.
4	Check under cover, sweep sand if necessary.
5	Pick up litter.
6	Check drains are covered with grill.
7	Check outdoor furniture is safe.
8	Remove any broken, damaged, unsafe outdoor equipment.
9	Check outdoor surface is safe.
10	Ensure all tarpaulin is stored safely.

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

L Likelihood

C Consequence

R risk



Benefit Risk Assessment: Indoor Activities

Prepared by: A Croft

Date: July 2020

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When
				L	C	R		
Malleable activities	Physical development as well as fine motor skills practice.	Possible allergic reactions to materials. Consumption of materials.	<i>I can roll and cut this up</i>	Possible	minor	MODERATE	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, moving heavy boxes, trapped fingers or drops on toes.	<i>We have to think before we move the boxes</i>	Possible	minor	MODERATE	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>We mustn't tip the toys out of the baskets We mustn't throw food on the floor in the role play corner</i>	Possible	minor	MODERATE	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	Promotes the children's motor skills and creative play	Children cut themselves or others	<i>We need walk with scissors and hold them safely.</i>	Possible	minor	MODERATE	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.	Staff and children
Open shelves	Encourage independence and self-selection of resources	Children climb the cupboards or hang off it causing cupboards to tip	<i>I must not climb on the cupboards or hang off the furniture</i>	Unlikely	minor	LOW	Talk to the children about the open cupboards and how to use them safely. Encourage the children to find an adult if a child is using the cupboards incorrectly.	Staff and children



Benefit Risk Assessment: Outdoor Kitchen and Digging

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When
				L	C	R		
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 The mud feels good</i>	unlikely	minor	LOW	Provide hand washing facilities during and after play Establish good handwashing routines. Children encouraged to follow a no consumption routine in this area.	Staff
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>	unlikely	minor	LOW	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
Washing hands	Children learn good hygiene practices.	Wet areas Slips and trips	<i>We need to wash our hands so we don't get germs</i>	possible	moderate	HIGH	Staff to monitor floor areas for water and mop up when necessary.	Staff
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>	unlikely	minor	LOW	Provide low storage for pots and pans. Adults to oversee manual handling and model safe techniques.	Staff
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>	rare	catastrophic	HIGH	Containers provided do not allow children to fall in. Teachers to supervise where large trugs are in use and do not fill deeply. Staff to monitor area during prolonged heavy rain.	Staff



Water Tray	As above	Stagnant water, consumption / absorption of contaminants	<i>Don't really drink it, it would be yucky!</i>	unlikely	moderate	MODERATE	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
Wet/dirty clothes	Children become responsible for their own belongings. Children practise changing shoes.	Children get cold and muddy	<i>We should wear wellies so we can go on the grass</i>	possible	insignificant	LOW	Children bring wellies to school.	Staff, Parents
Gravel, pebbles 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'm making soup</i>	unlikely	moderate	MODERATE	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



Benefit Risk Assessment: Climbing equipment and free standing play equipment

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When
				L	C	R		
Tyres/ drainpipes	Opportunity to see the environment from a different perspective, practise jumping, climbing and sliding from different heights Incorporate equipment into role play.	Falling from a height, slipping on equipment, carrying tyres	<i>I am a going to use the tyre for my rocket</i>	possible	moderate	HIGH	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.	Staff and parents
Crates and planks, tree stumps	Children develop their motor skills and balance. Creative play.	Slips, trips or falls. Knocks from falling or moving blocks.	<i>We built a pirate ship – you can walk the plank</i>	possible	minor	MODERATE	Children have a safety talk prior to using the equipment and agree how to use it safely. Daily reminders are given about assessing the risk in their play. Weather conditions to be considered when accessing the equipment. Area to be monitored to ensure surroundings are clear and surface is flat. All equipment is checked regularly to look for damage.	Staff and children
Climbing equipment Year 1 Area	Children develop their gross motor skills and balance. Children practise jumping, climbing and sliding from different heights.	Falling, scrapes, bumps etc	<i>I'm on the wobbly bridge!</i>	possible	moderate	HIGH	Children have a safety talk prior to using the equipment and agree how to use it safely. Daily reminders are given about assessing the risk in their play. Weather conditions to be considered when accessing the equipment.	Staff and children



Benefit Risk Assessment: Wheeled Toys

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When
				L	C	R		
Riding on and being a passenger on the bikes	Physical development, spatial awareness, communication and social skills. Part of creative play.	Knocking other children, clothing trapped in moving parts, bikes tipping. Driving too quickly down slope	<i>We are the police</i>	possible	minor	MODERATE	Involve children in safety talks about using the bikes in the garden space and slope. 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/slippy wheels. Ensure all wheeled toys are checked over regularly for damage and replaced when necessary.	Staff and children
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>I'm looking for the pirates.</i>	possible	minor	MODERATE	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/slippy wheels. Ensure all wheeled toys are checked over regularly for damage and replaced when necessary.	Staff and children
Shuffle Toy/ stilts	Physical development, coordination and balance Social skills	Tipping off the board. Overshooting the board/ falling off.	<i>We need two people to make it move</i>	possible	minor	MODERATE	Model to the children how to ride the boards safely. 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/slippy wheels. Ensure all wheeled toys are checked over regularly for damage and replaced when necessary.	Staff and children



Benefit Risk Assessment: Growing Beds/ Vegetable Garden

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When
				L	C	R		
Contact with soil	Exposure to beneficial bacteria to build a healthy immune system. Sensorial open ended materials. Normal childhood experience.	Ingesting soil	<i>I like gardening and digging</i>	unlikely	minor	LOW	Provide hand washing facilities during and after play. Establish good handwashing routines. Children encouraged to follow a no consumption routine in this area	Staff and children
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 doesn't look right</i>	unlikely	minor	LOW	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 and children
Washing hands	Children learn good hygiene practices	Wet areas Slips and trips	<i>Wash our hands with soap</i>	possible	moderate	HIGH	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. Put out warning sign.	Staff and children
Using gardening tools and other tools	Children develop safe handling skills; understand the purpose of gardening tools.	Cuts/grazes from using tools. Poking or eye injuries.	<i>We dig up the weeds</i>	possible	moderate	HIGH	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 and plants to eat	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 grew our own cress, now we can eat it</i>	unlikely	moderate	HIGH	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.	Staff, parents and children



							Plan activities carefully for children with allergies considering ingredients and possible sources for reaction. Source alternative safe ingredients where necessary.	
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>Potatoes grow in the ground</i>	unlikely	moderate	HIGH	Children to understand not to put anything in their mouths in this area. Foods harvested to be washed and prepared safely. Children to be involved in safe food preparation to develop their understanding	Staff and children
Wet/dirty clothes	Children become responsible for their own belongings Children practise changing shoes	Children get muddy	<i>We should wear our wellies</i>	possible	insignificant	LOW	Children bring in wellies. Parents are asked to supply coats that they do not mind getting muddy.	Staff, parents, children



Benefit Risk Assessment: Sand and Water

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When
				L	C	R		
Sand play	Sociable play, motor skills, creative play, language development.	Sand flipping up into eyes.	<i>This is wet sand but this dry</i>	unlikely	minor	LOW	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 be careful if the sand is spilt</i>	possible	minor	MODERATE	Adults to monitor and clear the build-up of sand around the pit. Cover the sand at the end of the day.	Staff and children
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>I'll tell the Teacher if I see something</i>	UNLIKELY	minor	LOW	The cover needs to be in place at the end of each day. Adults to remove the cover and check for any contamination.	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.	<i>We keep the sand down low or away we go</i>	possible	minor	MODERATE	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	<i>We need to be careful if the floor is sandy or wet</i>	possible	minor	MODERATE	Staff to monitor these areas and encourage children to spot and help clear spillages to reduce the risk of slips.	Staff and 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 tipping the water from one jug to another</i>	unlikely	minor	LOW	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 making bubbles</i>	possible	minor	MODERATE	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: Minibeast Hunt/ Exploring Area

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When
				L	C	R		
Leaves and sticks in bug hotel	The leaves and sticks encourage bugs for the children to explore	Bacteria and viruses, sharp sticks	<i>I found an insect</i>	possible	minor	MODERATE	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
Minibeast hunt	The children get to explore the features of minibeasts and observe them exploring the bug hotel	Infections, bacteria	<i>Look under a log</i>	possible	moderate	HIGH	Explain to children not to put fingers in mouth. Ensure children wash hands after handling minibeasts.	Staff and children



Benefit Risk Assessment: Construction area

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When
				L	C	R		
Crates and tyres	Gross motor skills, loose parts to enhance children's imaginative play	Crates, tyres falling, children falling off	<i>I'm making a rocket</i>	likely	moderate	MODERATE	Explain to the children that heavier items go at the bottom to act as an anchor. Stack no more than 2 crates or tyres on top if each other.	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 pebbles are the fire</i>	unlikely	moderate	MODERATE	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 materials safely.	Staff and children
Large planks and wooden blocks	Gross motor skills, loose parts to enhance children's imaginative play	Construction falling, children falling off models	<i>This is a tractor</i>	possible	minor	MODERATE	Explain to the children that heavier items go at the bottom to act as an anchor. Remind children that the blocks can be slippery if we stand on them. Teach children how to lift the blocks.	Staff and children



Benefit Risk Assessment: Stage area

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When
				L	C	R		
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>	possible	minor	MODERATE	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>	possible	minor	LOW	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