

Terra Nova School
Early Years Foundation Stage
Risk Assessment

General Risk Analysis

- be aware of the temperature of tap water
- keep kitchen work surface clutter free
- keep unused electrical sockets secure with safety covers
- mop up spilt liquids promptly and cover with newspaper until dry
- sweep up spilt sand promptly
- keep floor clutter free
- make sure that computer cables do not trail on the floor
- check all play equipment regularly
- replace worn handgrips and pedals where possible
- warn children about the dangers of trapping fingers in doors
- supervise children outside at all times
- make sure that the gates are bolted and the 'drop over' is in place
- no children in the kitchen

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 the learning environment too hot/ too cold/ too stuffy/ too dark?	X
Do children have easy access to drinks of water?	✓
Do children have access to healthy snacks outdoors as well as indoors?	✓
Is there adequate space for the children to learn and play?	✓
Do you offer a range of outdoor activities for each of the six areas of learning?	✓

(Questions taken from Simon Camby's 'Leading and Managing the Foundation Stage')

Points to consider

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.
Are there any blind spots?	
Is condensation an issue?	No
Access Points/security	
How do the children access the outside environment?	In Nursery, through the back door in the Creative Room with an adult; through the fire exits from the two classrooms. In Reception, access is through the classroom

	door and then front door. Under no circumstances do foundation stage children go outdoors unattended.
How are the access points made secure?	Each exterior gate has a latch lock, which is only ever opened by an adult. The locks are too high and heavy for foundation children to reach. Nursery and Reception access doors are opened by an adult when it is time to go outdoors.
How often are fencing/gates checked by staff?	At the beginning of each session by foundation stage staff and regular safety checks by the maintenance team and Bursar.
Are the access points used by staff, children, parents or visitors to access other areas of the site?	Yes. One gate leads to the school playground, one to the large playing field, one to the outside drive way.
Equipment	
Which equipment/resources will always require adult supervision?	All outdoor activities have general adult supervision to ensure that everyone is safe and that children are playing/working appropriately.
Which equipment/resources will require regular safety checks?	All items are checked daily but the vehicles, the climbing frames, swings and the sand and water trays have regular safety checks
How often and by whom will these checks be made?	Before each session by staff
Pupils	
Are there any children who will need particular support and supervision in the outside environment?	Yes. BS / KW- Language, PSED GK/JL – watch behaviour
How many children can have access to the environment?	All children have access, but no more than 13 with 1 adult at any one time
How will this be controlled, so you know who is outside at any given time?	Either the whole group goes out together with the right number of adults or it is treated as an 'area' (continuous provision)

	and the children take turns to use it
Other	
How will weather conditions affect surfaces, equipment, activities and access?	The climbing frames are permanent features, alongside role-play houses. All other items are stored in the three nursery sheds and outdoor storage box for Reception. Surfaces are obviously affected but access is only allowed if the surfaces are safe. Grounds staff clear any potential hazards such as wet leaves, ice etc
First aid - are adults working in early years aware of the designated first aider in school?	Both teachers, and most nursery nurses/teaching assistants have a current first aid certificate, (<i>which are displayed in the setting.</i>)
Is the environment close to public access points or public footpaths?	Yes – a main road

General Outdoor Area Risk Assessment

Who could be harmed	Children
Existing controls	<ul style="list-style-type: none"> ▪ 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 maintenance team ▪ All gates to be closed at all times; each gate should have both child resistant shutters in place so that only adults can open the gates
How serious is the risk of injury?	Low
What further action is needed to control the risk?	Continual vigilance by all staff
Who will be responsible for what action and when/how often will it be	All staff – on going

taken?	
How checked and by whom?	All staff, at the beginning of each session

Individual Activity Risk Assessments

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.

Vehicle Area (tricycles, scooters etc)

Possible risks	Existing Controls	Severity	likelihood	Severity x likelihood
<ul style="list-style-type: none"> ▪ Broken parts ▪ Flat tyres ▪ Rusting or 	<ul style="list-style-type: none"> ▪ Vehicles to be checked daily to ensure they are in working order; no broken parts, good condition etc – 	1	3	3

<p>flaking metal</p> <ul style="list-style-type: none"> ▪ Children falling off a vehicle 	<p>staff to give them a 'test drive' before each session</p> <ul style="list-style-type: none"> ▪ Adult supervision ▪ Ensure the children are clear about the expectations and routines for using the wheeled toys before the children can access them independently. ▪ Four wheeled toys to be used in the clearly marked roadway. 	2	2	4
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Sand tray

Possible risks	Existing Controls	Severity	likelihood	Severity x likelihood
<ul style="list-style-type: none"> ▪ Children getting sand flicked in their eyes ▪ Any litter/insect getting into the sand and going unnoticed 	<ul style="list-style-type: none"> ▪ Model good playing – adult to keep a close eye on this area to ensure children are playing appropriately. ▪ Make sure that the sand area is checked daily to avoid anything getting in the sand. The main sand pit is a vast area and the smaller sand 'run' in the Nursery garden both lie uncovered. 	2	2	4
		1	1	1

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Water tray

Possible risks	Existing Controls	Severity	likelihood	Severity x likelihood
<ul style="list-style-type: none"> ▪ Children getting water in their eyes 	<ul style="list-style-type: none"> ▪ Model good playing – adult to keep a close eye on this area to ensure children are playing appropriately 	2	2	4
<ul style="list-style-type: none"> ▪ Any litter/insect etc getting into the water and going unnoticed 	<ul style="list-style-type: none"> ▪ Make sure that the water is changed at the beginning of each session. Empty the tray at the end of the day and store in the shed/creative room. 	1	1	1
<ul style="list-style-type: none"> ▪ The tray being left out overnight 	<ul style="list-style-type: none"> ▪ Wheel the tray into the Reception lobby at the end of the day for overnight shelter ▪ Staff to work together when moving the tray to prevent staff injury 	1	1	1

Climbing frames and swings

Possible risks	Existing Controls	Severity	likelihood	Severity x likelihood
<ul style="list-style-type: none"> ▪ Children falling 	<ul style="list-style-type: none"> ▪ Ensure children are clear about the 	2	2	4

<p>from the climbing frames and swings</p> <ul style="list-style-type: none"> ▪ Loose fixings ▪ Children falling onto a hard surface ▪ The climbing frames being effected by the weather 	<p>expectations and routines for using the frames. This has to be the focus of an adult led activity before the children can access it independently.</p> <ul style="list-style-type: none"> ▪ To check the slide fixings regularly before use ▪ Monitor the levels of sand and ensure they provide a safe landing area. ▪ Ensure the climbing frame has not been affected by the weather – check daily. ▪ Maintenance team annual inspections 	<p>2</p> <p>1</p> <p>2</p>	<p>2</p> <p>1</p> <p>2</p>	<p>4</p> <p>1</p> <p>4</p>
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