



## EYFS Risk Assessment

At Doxey we understand the importance of ensuring that systems are in place for checking that our setting is a safe and secure place for children, staff and other visitors (see the Health and Safety Policy).

Our risk assessment procedures are part of a continuous process to prevent any dangerous incident taking place. They are responsibility of all staff as part of their daily duties. A risk assessment of our setting will be conducted yearly or immediately when the need arises by the Sparkles Leader and/or the EY's Leader.

A visual inspection of both the equipment and the entire premises – both outdoor and indoor – will be carried out daily and recorded in writing if a hazard is identified. These will be carried out by Sparkles Leader, Mrs Thompson and Mrs Kanwal before the session begins.

During the session, practitioners will be vigilant and continuously aware of any potential risks to health and safety arising from:

- The settings environment both indoors and outdoors
- All surfaces both indoors and outdoors
- All equipment used by children or staff

On discovering a hazard staff will take all steps necessary to making themselves and any other people potentially affected safe. They will then notify the Sparkles Leader or the EY's Leader who will ensure the necessary action is taken and make a record of it.

### General Daily Risk Analysis

- Be aware of the temperature of tap water
- Keep unused electrical sockets secure with safety covers
- Mop up spilt liquids promptly and dry
- Sweep up spilt sand promptly
- Keep floor clutter free
- Make sure that computer cables do not trail on the floor
- Make sure that the computer is not left on unattended
- 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
- No children allowed in the nursery kitchen, use safety gate

## Yearly Outdoor Environment Checklist

Completed by EYFS Leader

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?	✓

### Points to consider

<b>Visibility</b>	
How much of the outside area can be seen?	All Area – play house is supervised
Are there any blind spots?	Playhouse and Tent
Is condensation an issue?	No
<b>Access Points/security</b>	
How do the children access the outside environment?	Freely through an open door
How are the access points made secure?	Each exterior gate has a padlock which is only ever opened by an adult. The keys are kept out of children's reach. Nursery door has keycode access. All 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 staff
Are the access points used by staff, children, parents or visitors to access other areas of the site?	Yes. Sparkles gate leads to the car park and the other to the school playground. Nursery gate leads to car park.
<b>Equipment</b>	
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, sand, playhouse and mud kitchen 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 – specific needs identified and implemented.
How many children can have access to the environment?	All children have access
How will this be controlled, so you know who is outside at any given time?	It is treated as an area of continuous provision and the children choose to use it
<b>Other</b>	
How will weather conditions affect surfaces, equipment, activities and access?	Some equipment can stay out under the canopy. All other items are stored in the outdoor container. Surfaces are obviously affected but access is only allowed if the surfaces are safe. The caretaker clears any potential hazards such as ice etc.
First aiders - are adults working in early years aware of the designated first aider in school?	Mrs Thompson, Miss Myhill, Mrs McCaughtrie Mrs Kanwal, Mrs Cliffe
Is the environment close to public access points or public footpaths?	Sparkles outdoor area is close to the main gates.

**General Outdoor Area Risk Assessment**

Who could be harmed	Children
Existing controls	Outdoor equipment is checked daily to ensure everything is safe and in working order – see risk assessment. Staff made aware of any common possible hazards e.g. by the caretaker Gates to be padlocked
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 taken?	All staff – on going
How checked and by whom?	All staff, at the beginning of each session

<b>Severity x Likelihood = Risk Factor</b>	
<b>Factor</b>	<b>Risk Assessment</b>
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.

### Individual activity risk assessments

<b>SEVERITY</b>		<b>LIKELIHOOD</b>	
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

<b>Vehicles area (tricycles, scooters) Possible risks</b>	<b>Existing Controls</b>	<b>Severity</b>	<b>likelihood</b>	<b>Severity x likelihood</b>
Broken parts Flat tyres Rusting or flaking metal Children falling off a vehicle	Vehicles to be checked daily to ensure they are in working order; no broken parts, good condition. 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 on the path	1	3	3

<b>Sand tray Possible risks</b>	<b>Existing Controls</b>	<b>Severity</b>	<b>likelihood</b>	<b>Severity x likelihood</b>
Children getting sand flicked in their eyes Any litter/insects etc getting into the sand and going unnoticed The tray being left out overnight out of the shelter	Model good playing – adult to keep a close eye on this area to ensure children are playing appropriately	2	2	4
	Make sure that the sand tray lid/cover is put on at the end of the day to avoid anything getting in the sand	1	1	1
	Wheel the tray under the shelter at the end of the day for overnight shelter Staff to work together when lifting the lid on/off and when moving the tray to prevent staff injury	1	1	1

<b>Water tray</b> <b>Possible risks</b>	<b>Existing Controls</b>	<b>Severity</b>	<b>likelihood</b>	<b>Severity x likelihood</b>
Children getting water in their eyes Any litter/insects etc getting into the water and going unnoticed	Model good playing – adult to keep a close eye on this area to ensure children are playing appropriately 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 garage.	2	2	4
		1	1	1

<b>House outside</b> <b>Possible risks</b>	<b>Existing Controls</b>	<b>Severity</b>	<b>likelihood</b>	<b>Severity x likelihood</b>
Children hurting others where adults can't see.  Children trapping fingers in door (rec/nurs)	Model good playing – adult to keep a close eye on this area to ensure children are playing appropriately  Model good playing – adult to keep a close eye on this area to ensure children are playing appropriately. Tie back the door.	2	1	3

<b>Mushrooms growing on grass</b> <b>Possible risks</b>	<b>Existing Controls</b>	<b>Severity</b>	<b>likelihood</b>	<b>Severity x likelihood</b>
Children picking the mushrooms and eating them	Model good playing – adult to keep a close eye on this area to ensure children are playing appropriately. Advise the children not to go in that area. Cordon off the area	2	2	4