

Early Years

Foundation Stage

Risk Assessments

Doxey Primary

School



Early Years Foundation Stage

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
- 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 in the kitchen unsupervised

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. Some 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?	Small area by the side gate.
Is condensation an issue?	No
Access Points/security	
How do the children access the outside environment?	Through the Nursery door or from the Reception/Year 1 cloakroom. Under no circumstances do foundation stage children go outdoors unattended.
How are the access points made secure?	The exterior gate is kept padlocked at all times. The side gate accessing the side of the school is bolted shut during the day. Both Nursery doors have either double handles, one far too high for the children to reach, or a high level lock. The Nursery access door is opened by an adult 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 caretaker

Are the access points used by staff, children, parents or visitors to access other areas of the site?	Yes. The main gate is used by the children to access the rest of the school first thing in the morning and at the end of the school day.
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 frame, 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?	No not at the moment.
How many children can have access to the environment?	All children have access.
Other	
How will weather conditions affect surfaces, equipment, activities and access?	The climbing frame is the only item that stays out permanently; all other items are stored in the garage or

	under the shelter. Surfaces are obviously affected but access is only allowed if the surfaces are safe. The caretaker clears 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?	Two teachers and the teaching assistant have a current paediatric first aid certificate, which are displayed in the setting.
Is the environment close to public access points or public footpaths?	Yes - a main road and a footpath at the far end of the playground.

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 the caretaker ▪ Both gates to be closed at all times; 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	All staff - ongoing

for what action and when/how often will it be 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.		

Vehicles 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 flaking metal ▪ Children falling off a vehicle 	<ul style="list-style-type: none"> ▪ Vehicles to be checked daily to ensure they are in working order; no broken parts, good condition etc - staff to give them a 'test drive' before each session 	1	3	3
	<ul style="list-style-type: none"> ▪ Adult supervision 	2	2	4
	<ul style="list-style-type: none"> ▪ Ensure the children are clear about the expectations and routines for using the wheeled toys before they can access them independently. ▪ Four wheeled toys to be used in the large designated area. 			

Sand

Possible risks	Existing Controls	Severity	likelihood	Severity x likelihood
<ul style="list-style-type: none"> ▪ Children getting sand flicked 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/insects etc getting into the sand and going unnoticed 	<ul style="list-style-type: none"> Make sure that the sand is covered at the end of the day to avoid anything getting in the sand. 	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/insects 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. 	1	1	1

Climbing frame

Possible risks	Existing Controls	Severity	likelihood	Severity x likelihood
<ul style="list-style-type: none"> ▪ Children falling from the climbing frame 	<ul style="list-style-type: none"> ▪ Ensure children are clear about the expectations and routines for using the frame. This to be the focus of an adult led activity before the children can access it independently. 	2	2	4
<ul style="list-style-type: none"> ▪ Loose fixings 	<ul style="list-style-type: none"> ▪ To check the slide fixings regularly before use... 	2	2	4
<ul style="list-style-type: none"> ▪ Children falling onto a hard surface 	<ul style="list-style-type: none"> ▪ Put the slide/climbing frame on the soft surface. 	1	1	1
<ul style="list-style-type: none"> ▪ The climbing frame being affected by the weather 	<ul style="list-style-type: none"> ▪ Ensure the climbing frame has not been affected by the weather - check daily 	2	2	4