



SEVERN BANKS PRIMARY SCHOOL

Early Years Foundation Stage Risk Assessments

Starlets Nursery and Reception Class/es

Date of Review: May 2023

Date of Next Review: May 2024

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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/carers and children. Toileting, first aid and safeguarding are covered in our handbook and by whole-school policies available on the school website. Trips are covered separately using whole-school risk assessment forms and are agreed on a trip-by-trip basis by the Headteacher.

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.

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Risk Matrix						
Likelihood	Consequence					
		Insignificant	Minor	Moderate	Major	Catastrophic
	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

Item	DAILY SAFETY CHECKLIST Details	Tick or Comment
OUTDOOR ENVIRONMENT		
1	Walk around the outdoor area and check for any rubbish blown/dropped in and clear. Check for animal faeces particularly in small world area.	
2	Consider the outside temperature and check the padded surface, bricked areas/pathways, and the grass.	
3	Check the cable drums, tyres and free-standing climbing equipment for damage and bird mess – remove or clean where necessary.	
4	Check inside the tunnel	
5	Consider the weather conditions before opening the sandpit and ensure the cover is pushed back so children cannot access it.	
6	If there has been heavy rain, check containers in the water area and drain any large containers that could be dangerous; smaller containers could be left for play. Check the water butt has the lid securely on and has clean rain water in.	
7	Uncover and secure the tarpaulins from the units. Unlock the cupboard door and open and secure for access if appropriate.	
8	Check the gate to the main KS1 playground is closed and locked, the EYFS area gates are closed and locked.	
INDOOR ENVIRONMENT		

1	Check the classroom areas and toilets have been cleaned. That there is soap and drying wipes/towels in place.	
2	Ensure snack area has been wiped and laid out with fresh milk, fresh water, fruit and clean cups.	
3	Place chairs out around tables and check for damage.	
4	Ensure flooring area around sink and water tray is dry and mop up any spills from setting up/morning preparation as necessary	
5	Unlock the door to the outside area and check around under the cover for any blown in rubbish/damage, ensure gates are locked up until 8.45am.	
6	Check around the trolleys in corridor (cloakroom) and ensure trip hazards are removed (coats/bags/slippers)	
7	Ensure clear pathway from classroom door to external door prior to letting the children in.	

Benefit Risk Assessment: Indoor Activities

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
Malleable activities	Physical development for motor skills as well as language development. Creative development.	Possible allergic reactions to materials. Consumption of materials.	<i>"I can roll and cut this up to make a birthday cake for you... It making my fingers strong!"</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	
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>"Keep the sand down low or away you go coz it's not for throwing!"</i>	possible	minor	MODERATE	Involve the children in setting the safety rules in these areas.	Staff and children	
Sand and water	Self care skills, washing up. 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 there is stuff on the floor... I can brush it up!"</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 to monitor sink areas in classrooms when children wash up.	Staff and children	
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..... We need to look for a space "</i>	possible	moderate	HIGH	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	Learning to move safely and with control and care	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 and when you have finished playing"</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	

Loose/ small parts and natural resource	Physical fine motor development, creativity, mathematical shape development, language development,	Mouthing/ swallowing of objects	<i>"I maked a picture with the wood and stones"</i>	Possible	minor	MODERATE	Set expectations about how to use the resources appropriately Supervise play of known mouthers/ younger children Limit number of resources available and size of resources children use initially and then increase as they demonstrate they can use resources appropriately	staff and children	
Scissors/cutting tools.	Physical fine motor development, creativity, personal, social development.	Cuts to body, hair, clothes. Puncture wound	<i>"Look I can do it now"</i> <i>"It's a bit tricky"</i>	Possible	Moderate	High	Set high expectations about how to use the resources appropriately. Use for paper, card etc. Carrying scissors responsibly Limit number of pairs of scissors available Remind children of how to use responsibly. Ask children to leave the area if necessary.	Staff and Children	
Wood work	Fine motor control, managing risks/risk taking, creativity, language development, sustaining concentration, exploring new ideas.	Splinters, cuts, puncture wounds, bruises.	<i>"I love hammering"</i> <i>"I love making holes with the drill"</i>	Likely	Moderate	High	Set high expectations on how to use the equipment safely. Limit the amount of children working at table. Provide clamps, goggles and Hi Vis jackets. Check table each day for splinters/unsafe work areas.	Staff at beginning of each session. Children	

Benefit Risk Assessment: 1. Growing Beds/ Digging Patch

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				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"</i> <i>"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 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>	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 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>	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.	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>	possible	moderate	HIGH	Ensure children are show 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 eat/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 had strawberries for snack from the garden!"</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. Plan activities carefully for children with allergies considering ingredients and possible sources for reaction. Source alternative safe ingredients where necessary.	Staff, parents, children	

Water	Children can be involved in checking the area before play creating a sense of ownership and raising awareness of potential hazards	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 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 clothes so they can get dirty "</i>	possible	insignificant	LOW	Children keep wellies at the setting. School has a supply of spare clothes. 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>	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	
Using plants and other foraged natural materials	Connection to nature Creative stimulus Sensorial Open ended materials Imaginative play	Ingesting or absorption of poisonous plants Allergies	<i>"I like adding leaves and twigs to my potion "</i>	unlikely	moderate	MODERATE	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	

Benefit Risk Assessment: 2. Climbing Equipment and Free Standing Equipment

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
Ladder	Opportunity to see the environment from a different perspective, practice jumping, climbing. Moving with co-ordination arms and feet.	Falling from a height, slipping on equipment	<i>"I do one step at a time!"</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.	Staff and children	
Tunnel	Gross motor skills Exploring rolling Practical exposure to and experience of positional language Incorporate equipment into role play	Falling/rolling down tunnel, slipping on grass/ plastic of tunnel Bumping head inside tunnel	<i>"the ball rolls down the tunnel"</i> <i>"I am inside the tunnel hiding!"</i>	possible	minor	MODERATE	All children to have a safety talk before using the tunnel and numbers are restricted to avoid collisions and overcrowding. Adults decide if suitable conditions to go over the top of the tunnel – weather considerations Equipment is checked prior to use to ensure all parts are safe and secure. No use of wheeled equipment over the tunnel	Staff and children	
Climbing blocks-freestanding	Opportunity to adapt and change the climbing challenge. Equipment that can provide role play props.	Falling from equipment, slips and trips, trapped fingers	<i>"We all balancing but only one at a time!"</i>	possible	minor	MODERATE	Children to be made aware of the risks of trapped fingers. Shown how to move and position blocks safely. Blocks and tubes to be checked by staff each day for dirt or cracks. No access to stand alone equipment in heavy rain. Equipment to be assessed/dried after periods of rain.	Staff	

Crates and planks, wooden/plastic blocks, tyres	Children develop their motor skills and balance. Creative play.	Slips, trips or falls. Knocks from falling or moving blocks.	<i>"We built a castle – you can come over the bridge"</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	
Mini trampolines	Children develop co-ordination skills. Helps to develop vestibular and proprioceptive senses.	Falls, knocks, slips, sprain	<i>"I do good jumping, I can do a little bounce."</i>			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. Remind children to hold bar to build confidence before bouncing without support. All equipment to be checked regularly to look for damage.		

Benefit Risk Assessment: 3. Wheeled Toys

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				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.	<i>"We can go fast like a fire engine on a 'mergency'".</i>	possible	minor	MODERATE	Involve children in safety talks about using the bikes 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.	Children and staff	
Scooting/balance bikes 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>	possible	minor	MODERATE		Children and staff	
Scooter boards	Physical development, coordination and balance	Tipping off the board. Overshooting the board/ falling off.	<i>"We can chase each other but it does make my legs strong!"</i>	possible	minor	MODERATE		Children and staff	

Low handle wheeled toy/Prams and pushchairs.	Coordination and physical development Imaginative play.	Trapped fingers, clothing trapped in moving parts.	<i>"I can make this move forwards and a baby goes to sleep"</i>	unlikely	minor	LOW	Involve children in safety talks about using the bikes 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.	Children and staff	
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Benefit Risk Assessment: 4. Outdoor Sandpit

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
Sand play	Sociable play, motor skills, creative play, language development.	Sand flipping up into eyes.	<i>"We are digging for treasure. "</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	
Cold weather	Children are involved in assessing the weather conditions and deciding about sand play.	The sand is too cold to play in, children may become cold quickly.	<i>"If we use in cold sand we will get very cold "</i>	unlikely	minor	LOW	Adults to assess the weather conditions and make children aware of the temperatures outside. Keep the sand pit closed if it is too cold.	Staff then children	

Heavy/persistent rain	Children are involved in assessing the weather conditions and deciding about sand play.	Sand becomes contaminated with rain water	<i>"The cover stay on if the rain is heavy so it can't get under the roof!"</i>	unlikely	minor	LOW	Adults to assess the weather conditions and make children aware of the weather conditions.	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>"Be careful you don't slip; we need a sweep it up!"</i>	possible	minor	MODERATE	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 sides 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>	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. Area around the sandpit to be checked each day for any contamination, rubbish blown in, animal droppings etc.	Staff	

Benefit Risk Assessment: 5. Outdoor Water play

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Progress
				L	C	R			
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>	unlikely	minor	LOW	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	Science exploration on water movement, maths capacity, motor skill development in filling and pouring.	Water is dirty or contaminated	<i>"The water is dirty. "</i>	unlikely	minor	LOW	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>	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. Science and exploration/observation skills.	Bubble solution or spray in the eye.	<i>"I love watching the bubbles go across the garden then they pop "</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	
Water contamination in the water butt/ pump	Children can be involved in checking the area before play creating a sense of ownership and raising awareness of potential hazards	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 butt lid is securely on after filling. 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	