

Early Years Foundation Stage

Taken from the Academy's Health and Safety Policy:

Responsibilities of Staff:

Under the Health and Safety at Work Act 1974 all staff have general Health and Safety responsibilities. Staff must be aware that they are obliged to take care of their own Health and Safety whilst at work along with that of others who may be affected by their actions. The general responsibilities of employees include:

- To take reasonable care for the Health and Safety of themselves and others in undertaking their work.
- To comply with the Trust's Health and Safety policy and procedures at all times.
- To report all accidents and incidents in line with the reporting procedure.
- To co-operate with Academy management on all matters relating to health and safety.
- Not to intentionally interfere with or misuse any equipment or fittings provided in the interests of Health Safety and Welfare.
- To report all defects in condition of premises or equipment and any Health and Safety concerns immediately to their line manager.
- To report immediately to their line manager any (or any perceived) shortcomings in the arrangements for Health and Safety.
- To ensure that they only use equipment or machinery that they are competent/have been trained to use.
- To make use of all necessary control measures and personal protective equipment (PPE) provided for Health and Safety reasons.

Health and safety law does not expect all risks to be eliminated but that "reasonable precautions" are taken and that staff are trained and aware of their responsibilities. This is particularly important in an early years setting as children should be able to grow and develop being able to take appropriate risks through physically challenging play. Children must also have the opportunity and be encouraged to work out what is not safe and what they should do when faced with a risk.

Outdoor Environment Checklist (Points to consider):

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?	✓
Do children have easy access to drinks of water?	✓
Do children have access to healthy snacks?	✓
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?	✓

Date Undertaken:	05.11.23
By Whom:	S Danby
Date for review:	November 2024 – Unless conditions change.

Visibility:	
How much of the outside area can be seen?	The adult(s) outside make sure that the children are always in sight. One adult to monitors the EYFS canopy area and one adult to monitor the EYFS garden. Two adults to be outside with 30 children, one under the EYFS canopy and one in the EYFS garden.
Are there any blind spots?	Yes, in the reading corner/ sand pit. Adults to circle each area regularly. Children to not play down the side of the sand pit.
Access Points/security	
How do the children access the outside environment?	Through the door, with an adult. Under no circumstances do children go outdoors without a staff member in position.
How are the access points made secure?	Fenced off/ walled area with locked gates.
How often are fencing/gates checked by staff?	At the beginning of each day by the Site Manager.
Are the access points used by staff, children, parents or visitors to access other areas of the site?	The parents line up outside the EYFS garden gate at the end of each 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 equipment is checked when we set up each morning.
How often and by whom will these checks be	Daily “quick check” when area is set up.

made?	
Pupils	
Are there any children who will need particular support and supervision in the outside environment?	Yes, they will be supported by their 1-1 adult.
How many children can have access to the environment?	The children access the outdoor environment in a group of 60 at a time. Both the classroom and outdoor area is open at the same time so there it not usually 60 children in the outdoor area. The children choose where they want to learn and explore through play.
Other	
How will weather conditions affect surfaces, equipment, activities and access?	Surfaces are obviously affected, e.g., the turf, climbing hill and stage can be slippery but access is only allowed if the surfaces are safe. The EYFS Team/ Site Manager clear any potential hazards such as wet leaves, excess sand, dirty water, ice, etc. daily.
First aid - are adults working in early years aware of the designated first aider in school?	The designated Paediatric First Aiders are Storm Danby who is the EYFS Lead and Gemma Smith who is a Teaching Assistant in EYFS. Alena Rockova (EYFS TA) is a First Aider who completed the course, 'Emergency First Aid at Work'.
Is the environment close to public access points or public footpaths?	Over the high fence there is a public area which is grassed and has a public footpath next to it and across the main playground there is the main road/ path where people can see into our EYFS garden.

General Outdoor Area Risk Assessment (See also activity specific grids).

Who could be harmed	Children
Existing controls	<ul style="list-style-type: none"> ▪ Outdoor area has daily safety sweep, to ensure everything is safe and in working order. Site Manager undertakes perimeter checks to check for unwanted objects such as broken glass, animal faeces. ▪ Staff made aware of any common possible hazards e.g., by the Site Manager (sharing of risk assessment). ▪ Outdoor area only to be used if correct adult ratio in place. ▪ Hard surface play areas are even and well maintained. ▪ Areas are gritted in winter as per ice/snow risk assessment. ▪ Parents made aware at transition of the early years “out in all weathers” approach and the need to provide appropriate clothing.
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 day/ before going into the outdoor area.

General Indoor Area Risk Assessment

Who could be harmed	Staff, children, visitors.
Existing controls	<ul style="list-style-type: none"> ▪ All equipment purchased to be checked to ensure it is safe for the ages and stages of the children in the setting. ▪ Lay out of equipment to allow adults and children to move freely between activities. ▪ All equipment checked regularly for cleanliness and state of repair. ▪ All glues, paints etc. are non-toxic. ▪ Children taught how to use play equipment correctly.

	<ul style="list-style-type: none"> ▪ Avoid children playing in areas which are out of sight. ▪ Daily checks to be completed to ensure areas and equipment are safe. ▪ Environment to be kept clean and tidy. Staff to tidy away the area at the end of each day.
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 day to do a visual safety sweep.

Specific Indoor Risk Assessment:

Risk	Who is at Risk	Current Control Measures	Level of Risk
Sand on Floor	Children, Staff, Visitors	<ul style="list-style-type: none"> • Floor swept regularly. 	Low
Water on Floor		<ul style="list-style-type: none"> • Floor mopped as excess spillage occurs. 	Medium
Scissors/other tools		<ul style="list-style-type: none"> • Children are shown safe ways to handle and store tools and scissors. 	Low
Electric sockets		<ul style="list-style-type: none"> • Finger guards in place. 	Low
Finger trap		<ul style="list-style-type: none"> • Door guards in place. 	Low
Spillages of waste/bodily fluids		<ul style="list-style-type: none"> • Toilet area and sinks checked regularly throughout the day 	Medium

		and cleaned as necessary.	
Unhygienic surfaces		<ul style="list-style-type: none"> Surfaces regularly cleaned and sprayed with anti-bac before any food related activities. 	Low
Toys on the floor – trip hazard		<ul style="list-style-type: none"> Exits kept as clear as possible. Children encouraged to put toys they have been using away when finished with them. 	Medium
Trailing wires and cables		<ul style="list-style-type: none"> Ensure cables are safe and secured and out of reach. 	Low

Outdoor Specific Area Risk Assessments:

Digging Pit

Possible Risks	Existing Controls	Level of Risk
<ul style="list-style-type: none"> Rusting or flaking metal of diggers/ wheelbarrows 	Digging area equipment to be checked daily to ensure they are in working order, no broken parts, good condition etc.	Low
<ul style="list-style-type: none"> Wheel falling off a wheelbarrow 		Low
Children falling into the digging pit	<ul style="list-style-type: none"> Adult supervision Safety talk at the beginning of the year. Ensure the children are clear about the expectations and routines for using the digging pit. 	Low
Children falling off a digger		Low

<ul style="list-style-type: none"> ▪ Any litter/insects etc getting into the bark and going unnoticed 	<ul style="list-style-type: none"> • Digging pit to be checked for unsafe items before play and covered after use. • Appropriate bark to be used. 	Low
<ul style="list-style-type: none"> ▪ The digging pit being left open overnight. 	<ul style="list-style-type: none"> ▪ Digging pit to be covered at the end of each day. 	Low
Rainwater	Area to be checked each morning and rainwater to be emptied from wheelbarrows/ large weighing scales.	Low

Sand Tray

Possible Risks	Existing Controls	Level of Risk
<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 	Low
<ul style="list-style-type: none"> ▪ Any litter/insects etc getting into the sand and going unnoticed 	<ul style="list-style-type: none"> • Sandpit checked for unsafe items before play and covered after use. • Appropriate sand is being used i.e., play sand. 	Low

<ul style="list-style-type: none"> ▪ The sand pit being left open overnight. 	<ul style="list-style-type: none"> ▪ Door to be zipped closed at the end of the day. 	Low
<ul style="list-style-type: none"> ▪ Children to trip over getting in/out of the sand pit. 	<ul style="list-style-type: none"> ▪ Model walking carefully in and out of the sand pit. ▪ Ensure the outside of the sand pit is regularly swept. 	

Water Tray

Possible risks	Existing Controls	Level of Risk
<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. 	Low
<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 day. ▪ Empty the tray at the end of the day. 	Low
<ul style="list-style-type: none"> ▪ The tray being left out overnight 	<ul style="list-style-type: none"> ▪ Water tray to be emptied daily. ▪ Water tray to be cleaned out each morning before filling e.g., to clean out fallen leaves/sap from trees above. ▪ Water tray to be filled with clean water each morning. 	Low

Den Building

Possible Risks	Existing Controls	Level of Risk
Ropes and bungee cords	<ul style="list-style-type: none"> • Materials only used in appropriate weather conditions. • Children's behaviour is managed in line with school policy. • Modelling of appropriate play and use of equipment. 	Medium
Plastic crates	<ul style="list-style-type: none"> • Crates are inspected to ensure there are no cracks in them that may cause them to collapse. • Children discouraged from climbing on crates stacked more than two high. • Children discouraged from building towers taller than themselves. 	Low
Pegs, wooden blocks, poles and bamboo canes	<ul style="list-style-type: none"> • Ensure materials used in adequate space i.e., people can move around freely. • Children discouraged from carrying poles or planks horizontally – Good handling modelled. 	Medium

Fighting/Rough Play

Possible Risks	Existing Controls	Level of Risk
Bullying	<ul style="list-style-type: none"> • School Anti-bullying policy in place. An adult in setting familiar with this. • Parent discussions to solve any 	Low

	<p>distress observed.</p> <ul style="list-style-type: none"> • Adults trained in identification and prevention of bullying. • PSED focuses on being kind to each other. 	
Fighting/Rough Play	<ul style="list-style-type: none"> • Appropriate supervision outside with adequate ratios. • Staff aware of rules on appropriate behaviour. • Staff trained in how to deal with this type of situation. • Class rules drawn up and shared at beginning of year. • Inappropriate games prohibited. 	Medium

Mud Kitchen

Possible risks	Existing Controls	Level of Risk
<ul style="list-style-type: none"> ▪ Children getting compost flicked into 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. 	Low
<ul style="list-style-type: none"> ▪ Broken equipment 	<ul style="list-style-type: none"> • Mud kitchen checked for unsafe items before play e.g., pots, pans & cutlery. 	Low

<ul style="list-style-type: none"> ▪ Any litter/insects etc getting into the compost and going unnoticed 	<ul style="list-style-type: none"> ▪ Compost to be emptied out each day ▪ New compost to be put out each morning. ▪ Appropriate mud is being used i.e., peat free compost. 	Low
<ul style="list-style-type: none"> ▪ Use of tools 	<ul style="list-style-type: none"> ▪ Children are shown safe ways to use, handle and store tools. 	Low

Deconstructed Area

Possible Risks	Existing Controls	Level of Risk
Ropes, string, and bungee cords	<ul style="list-style-type: none"> • Children's behaviour is managed in line with school policy. • Modelling of appropriate play and use of equipment. 	Medium
Plastic crates	<ul style="list-style-type: none"> • Crates are inspected to ensure there are no cracks in them that may cause them to collapse. • Children discouraged from climbing on crates stacked more than two high. • Children discouraged from building towers taller than themselves. 	Low
Pegs, wooden poles and bamboo canes	<ul style="list-style-type: none"> • Ensure materials used in adequate space i.e., people can move around freely. • Children discouraged from carrying poles or planks horizontally – Good handling 	Medium

	modelled.	
Scissors/ other tools	<ul style="list-style-type: none"> • Children are shown safe ways to handle and store tools and scissors. 	Low

Climbing Hill

Possible Risks	Existing Controls	Level of Risk
Children accidentally falling off/ getting pushed from the top of the hill	<ul style="list-style-type: none"> • Children's behaviour is managed in line with school policy. • Modelling of appropriate play and use of equipment. • Children encouraged to take turns and not all to stay at the top of the hill. • Model good playing – adult to keep a close eye on this area to ensure children are playing appropriately. 	Low
Slippery surface when it rains	<ul style="list-style-type: none"> • Materials only used in appropriate weather conditions. 	Low
Children getting their leg/ arm trapped in	<ul style="list-style-type: none"> • Modelling of appropriate play and use of equipment. 	Low

between the wooden steps	<ul style="list-style-type: none">• Safety talk at the beginning of the year.	
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