



POLICY STATEMENT

This policy is intended to ensure consistency across the phase, safeguard pupils and protect staff. All of the staff should follow procedures around checking equipment and environment daily, ensuring that children and adults are safe at all times.

Task/ Activity	Daily activities both indoor and outdoor of the Early Years Unit.		
Workplace	Maltby Redwood Academy		
Date	September 2022	Review Date	September 2023
Risk Assessment carried out by:	Lorna Young	Signature	<i>L. Young</i>
Staff involved in the assessment:	L Young R Berry	Version:	1
RISK ASSESSMENT SCALE			
Possible	Low	Moderate	High
Possibility of small injury	Injury no time off possible of a bruise or scratch	Injury which could entail time of up to 3 days off	Major injury/ long term absence (severe cut/broken bones)

Benefit Risk Assessment – Indoors

Activity/Hazard	Benefit	Risks	Children's Voice	Risk Assessment				Elimination/Control Methods	Who/When
Malleable Activities	Physical Development as well as motor skills practise	Possible allergic reaction to materials. Consumption of materials	I can roll and cut this up to make a birthday cake for you	Possible	Low	Moderate	High	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	Keep the sand down low or away you go – we try to do this	Possible	Low	Moderate	High	Involve the children in setting the safety rules in these areas.	Staff and children
Sand and Water	Sociable play, motor skills, creative play, language development. Science and mathematical development	Slipping on sand and water on the floor	We need to be careful if there is stuff on the floor	Possible	Low	Moderate	High	Staff to monitor these areas and encourage children to spot and help clear spillages to reduce the risk of slips.	Staff and children

Baskets and boxes of resources	Add stimulus to play increasing vocabulary, interaction and communication	Falling toys, heavy boxes being moved unsafely, trapped fingers or drops on toes	We have to think before we move the boxes	Possible	Low	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		Children trip or slip on toys left on the floor	You need to look where you are walking, tidy up what you don't need	Possible	Low	Moderate	High	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
Loft Area	Areas of excitement to inspire	Children may fall from the loft area or down the steps.	I must follow the rules – I must walk up the stairs whilst holding on. I must sit down in the reading area at the top. I cannot lean over the balcony area.	Possible	Low	Moderate	High	All staff must remind frequently the rules and observe at all times from within the classroom. Adults model correct behaviours.	Staff and children

Benefit Risk Assessment – Outdoors – Mud Kitchen and Water area.

Activity/Hazard	Benefit	Risks	Children's Voice	Risk Assessment				Elimination/Control Methods	Who/When
Contact with Soil	Expose to beneficial bacteria to build a healthy immune system. Sensorial open-ended materials. Normal childhood experience.	Ingesting soil	It's fun to get dirty The mud feels good	Possible	Low	Moderate	High	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	Tell the teacher if we see something strange	Possible	Low	Moderate	High	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 the daily checklist.
Washing up hands	Children learn good hygiene practices	Wet areas Slips and trips	We need to wash the mud off properly	Possible	Low	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
Washing up utensils, equipment	Involving the children in the cleaning and tidying creates a sense of ownership Can help with fine and gross motor skills	Manual handling Moving pots and pans	We need to pick the pots up off the floor and put the spoons away	Possible	Low	Moderate	High	Ensure buckets and baskets are not overloaded. Provide low storage for pots and pans. Adults to oversee manual handling and model safe techniques.	Staff to monitor

Water	Adds a new dimension to the play, changing the states of materials so children can mix, tip, pour and stir to create potions, stews and soups. Covers aspects of maths, and science.	Drowning Flooding during prolonged or heavy rain	I have made a stew we are going to have our friends over for tea	Possible	Low	Moderate	High	Containers provided do not allow children to fall in. Teachers to supervise where large trugs are in use and do not fill deeply. Staff to monitor area during prolonged heavy rain	Staff to monitor
Water	Adds a new dimension to the play, changing the states of materials so children can mix, tip, pour and stir to create potions, stews and soups. Covers aspects of maths, and science.	Stagnant water, consumption/ absorption of contaminants	Don't really drink it, it would be yucky!	Possible	Low	Moderate	High	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	We should wear old clothes so they can get dirty	Possible	Low	Moderate	High	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.	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	love mixing all the materials into my pot	Possible	Low	Moderate	High	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	Ingesting or absorption of poisonous plants Allergies	I like adding leaves and twigs to my potion	Possible	Low	Moderate	High	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 – Outdoors – Climbing Equipment and Free standing play equipment.

Activity/Hazard	Benefit	Risks	Children's Voice	Risk Assessment				Elimination/Control Methods	Who/When
				Possible	Low	Moderate	High		
Climbing Area with Rope	Opportunity to see the environment from a different perspective, practice jumping, climbing and sliding from different heights Incorporate equipment into role play	Falling from a height, slipping on equipment	I am a policeman and I try to catch the bad people.	Possible	Low	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
Climbing wooden blocks - freestanding	Opportunity to adapt and change the climbing challenge. Equipment that can provide role play props.	Equipment that can provide role play props. Falling from equipment, slips and trips, trapped fingers	We have made a plane and we are going to Spain on holiday	Possible	Low	Moderate	High	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
Football Net	Children practice their aiming and throwing skills	Football net falls over	I can kick the ball past my friend.	Possible	Low	Moderate	High	Net is checked regularly. Staff extra vigilant during high winds	Staff
Crates and planks, wooden blocks, tyres	Children develop their motor skills and balance. Creative play.	Slips, trips or falls. Knocks from falling or moving blocks.	We built a castle – you can come over the bridge	Possible	Low	Moderate	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. 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

Benefit Risk Assessment – Outdoors – Wheeled Toys

Activity/Hazard	Benefit	Risks	Children's Voice	Risk Assessment				Elimination/Control Methods	Who/When
				Possible	Low	Moderate	High		
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.	We are chasing a tiger it escaped from the zoo.	Possible	Low	Moderate	High	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 around the playground	Physical development, co-ordination. Social and creative play	Knocking into other children, scooters tipping/sliding. Clothing trapped in moving parts	This is a police scooter we are keeping people safe.	Possible	Low	Moderate	High	Involve children in safety talks about using the scooters 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

Benefit Risk Assessment – Outdoors – Outdoor gravel pit

Activity/Hazard	Benefit	Risks	Children's Voice	Risk Assessment			Elimination/Control Methods	Who/When	
				Possible	Low	Moderate			High
Gravel play	Sociable play, motor skills, creative play, language development.	Gravel flipping up into eyes.	We are digging for treasure.	Possible	Low	Moderate	High	Talk to the children about playing together in the pebbles and use the rhyme – 'the pebbles stay down low or out you go' Monitor the number of children playing in the pit and regulate if necessary.	Staff and children
Gravel play	Sociable play, motor skills, creative play, language development.	Gravel being thrown at each other	We must not throw at each other it is unkind.	Possible	Low	Moderate	High	Talk to the children about playing together in the pebbles and use the rhyme – 'the pebbles stay down low or out you go' Monitor the number of children playing in the pit and regulate if necessary.	Staff and children
Heavy/persistent rain	Children are involved in assessing the weather conditions and deciding about gravel play.	Area becomes contaminated with rain water	The cover must stay on if the rain is heavy	Possible	Low	Moderate	High	Adults to assess the weather conditions and make children aware of the weather conditions.	Staff and children
Slipping on loose gravel 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 have to walk around the area and not run.	Possible	Low	Moderate	High	Adults to monitor and clear the build-up of gravel around the pit	Staff and children

Gravel contamination	Children can be involved in checking the area before play creating a sense of ownership and raising awareness of potential hazards	Creating a sense of ownership and raising awareness of potential hazards.	Tell the teacher if we see something strange	Possible	Low	Moderate	High	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 pit to be checked each day for any contamination, rubbish blown in, animal droppings etc	Staff
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Benefit Risk Assessment – SPARE

Activity/Hazard	Benefit	Risks	Children's Voice	Risk Assessment				Elimination/Control Methods	Who/When
				Possible	Low	Moderate	High		
				Possible	Low	Moderate	High		
				Possible	Low	Moderate	High		
				Possible	Low	Moderate	High		
				Possible	Low	Moderate	High		