

The Grange

Early Years

Foundation Stage

Outdoors

Risk Assessments

2018

Early Years Foundation Stage

General Risk Analysis

- be aware of the temperature of tap water
- keep unused electrical sockets secure with safety covers
- mop up spilt liquids promptly
- 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/staff area 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?	✓
Is there adequate space for the children to learn and play?	✓
Do you offer a range of outdoor activities for each of the areas of learning?	✓

Points to consider

Visibility-	
How much of the outside area can be seen?	All parts can be seen with 3 adults outside at all times(FS2) 1 adult outside (FS1) Make sure that the children are always in sight or hearing distance if safe.
Are there any blind spots?	FS- Not if three adults are out at each end
Is condensation an issue?	No
Access Points/security	
How do the children access the outside environment?	F1- Through the door in the classroom. F2 – Through the door in the classroom. Under no circumstances do foundation stage children go outdoors unattended.
How are the access points made secure?	Each exterior gate has child

	<p>safety locks which are only ever opened by an adult. The locks are too high and heavy for foundation children to reach and have a passcode. Classroom access doors are opened by an adult when it is time to go outdoors.</p>
<p>How often are fencing/gates checked by staff?</p>	<p>At the beginning of each session by foundation stage staff and regular safety checks by the caretaker</p>
<p>Are the access points used by staff, children, parents or visitors to access other areas of the site?</p>	<p>One gate leads to the school playground . This is locked during the school day</p>
<p>Equipment</p>	
<p>Which equipment/resources will always require adult supervision?</p>	<p>All outdoor activities have general adult supervision to ensure that everyone is safe and that children are playing/working appropriately.</p>
<p>Which equipment/resources will require regular safety checks?</p>	<p>All items are checked daily but the vehicles, the crates, house, sheds and the sand and water trays are to have regular safety checks</p>
<p>How often and by whom will these checks</p>	<p>Before each session by staff</p>

be made?	
Pupils	
Are there any children who will need particular support and supervision in the outside environment?	<p>Yes.</p> <p>FS2-Jack Spencer and Jacob Baskott –co-ordination and balance.</p> <p>Harley Storr, Leo Taylor, Tara Sanderson-Handling Plans for behaviour. Can throw objects.</p>
How many children can have access to the environment?	All children have access, but no more than 15 with 1 adult at any one time
How will this be controlled, so you know who is outside at any given time?	The adult outside monitors the number of children.
Other	
How will weather conditions affect surfaces, equipment, activities and access?	<p>The waterproof items stay out permanently, all other items are stored in the sheds or under the shelter. Surfaces are obviously affected but access is only allowed if the surfaces are safe.</p> <p>The caretaker clears any potential hazards such as wet leaves, ice etc</p>
First aid - are adults working in early years aware of the designated first aider in	All EYPS and teaching staff have a current first aid certificate,

school?	which are displayed in the setting.
Is the environment close to public access points or public footpaths?	Yes – when gate is open by an adult

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 ▪ All gates to be closed at all times; each gate should have both child resistant shutters in place so that only adults can open the gates
How serious is the risk of injury?	Low

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 	<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 	1	3	4

metal	drive' before each session			
<ul style="list-style-type: none"> ▪ Children falling off a vehicle 	<ul style="list-style-type: none"> ▪ 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 in the clearly marked roadway. 	2	2	4

Sand, Mud pit and mud kitchen

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 	<ul style="list-style-type: none"> ▪ Make sure that the sand tray lid is put on at the end of 	1	1	2

<p>etc getting into the sand and going unnoticed</p> <ul style="list-style-type: none"> ▪ The tray being left out overnight out of the shelter 	<p>the day to avoid anything getting in the sand</p> <ul style="list-style-type: none"> ▪ 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	2
---	--	---	---	---

DIY Tools and Woodwork

Possible risks	Existing Controls	Severity	likelihood	Severity x likelihood
<ul style="list-style-type: none"> ▪ Children getting hit by a tool 	<ul style="list-style-type: none"> ▪ Model good playing – adult to keep a close eye on this area to ensure children are playing and using equipment appropriately. 	3	3	6
<ul style="list-style-type: none"> ▪ Cutting finger on the saw and 	<ul style="list-style-type: none"> ▪ Model good playing – adult to keep a close eye on this area to ensure children are 	3	3	6

other sharp equipment	playing and using equipment appropriately.			
-----------------------	--	--	--	--

Tunnels, tyres , wooden blocks and crates

Possible risks	Existing Controls	Severity	likelihood	Severity x likelihood
<ul style="list-style-type: none"> ▪ Children falling from the tunnel, or crates 	<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 	<p>The crates are on a level surface.</p>	1	1	2
<ul style="list-style-type: none"> ▪ The tunnel and non-waterproof equipment. being effected by the weather 	<ul style="list-style-type: none"> ▪ Ensure the tunnels and tyres has not been affected by the weather – check daily 	2	2	4