

<b>Task / Activity Covered by the assessment</b>	<i>Reopening the Kindergarten after the lockdown due to Covid-19</i>		
<b>Workplace</b>	<b>LAUREL FARM KINDERGARTEN (LFK)</b>		
<b>Date of Assessment</b>	17/08/2020	<b>Date Assessment to be reviewed</b>	Before spring term 2021
<b>Person Completing</b>	REBECKA MAU - CHAIR	<b>Head teacher</b>	CLAUDE LEBALEUR- LEAD TEACHER
<b>Staff involved in assessment</b>	TO BE READ BY THE TRUSTEES AND STAFF MEMBERS		

<b>INITIAL RISK</b>		
HAZARD SEVERITY	LIKELIHOOD	RISK RATING
S	L	S x L
1-5, from matrix identify severity with no controls in place for each hazard.	1-5, from matrix identify likelihood with no controls in place for each hazard.	1 – 25, multiply severity x likelihood

<b>RESIDUAL RISK</b>		
HAZARD SEVERITY	LIKELIHOOD	RISK RATING
S	L	S x L
1-5, from matrix identify severity with controls in place for each hazard.	1-5, from matrix identify likelihood with controls in place for each hazard.	1 – 25, multiply severity x likelihood

**last updated 30.08.20**

### RISK RATING

1-6	7-15	16-25
Task can proceed	Additional measures required	Task cannot proceed

### INTRODUCTION

During the coronavirus Covid-19 pandemic Laurel Farm Kindergarten needs to ensure the protection of children, staff members and families. This risk assessment has been written according to government guidelines and will be used alongside other existing risk assessments. Its aim is to mitigate the risk from Covid-19.

Preventing the spread of coronavirus involves dealing with direct transmission and indirect transmission. Government guidance states that it cannot be expected from Early Years children to remain 2 metres apart from each other and staff. We will therefore implement approaches and actions according to the government's hierarchy of controls to create an inherently safer system.

For full explanation of hazard severity, likelihood and risk rating please refer to the accompanying Risk Rating Matrix at the end of the document. References to the government and other guidance are at the end of the document.

What are the significant, foreseeable, hazards? (the dangers that can cause harm)	Who is at Risk?	Initial risk			What controls will be put in place to reduce the risk?	Residual risk			Sign as done	
		S	L	SxL		S	L	SxL		
<b>1</b>	<b>TRANSMISSION OF CORONAVIRUS</b>									
<b>1.1</b>	<b>Attendance of Children</b>	Infection of staff, children and families	<b>4</b>	<b>3</b>	<b>12</b>	<p>Parents/carers to agree to closely monitor children and their household for signs of Covid-19 symptoms in line with government guidance.</p> <p>All adults know that only children who are symptom-free or have completed the required isolation periods should attend the setting. Parents/carers to sign declaration before reopening.</p> <p>Parents and carers are encouraged to limit the number of settings their child attends. The majority of children only attend one setting.</p> <p>Information about physical distancing and symptoms shared with parents/carers/staff and visible on-site.</p> <p>Government guidance regarding group sizes and EYFS ratio followed. LFK has one small group each day, maximum of 12 children. Always the same 2 members of teaching.</p>	<b>3</b>	<b>2</b>	<b>6</b>	
<b>1.2.</b>	<b>Attendance of staff</b>	Infection of staff, children and families	<b>4</b>	<b>3</b>	<b>12</b>	<p>As in 'attendance of children'</p> <p>Lead teacher is 60, therefore at higher risk.</p> <p>Assistant teacher living with older parents, therefore a higher risk for them.</p>	<b>3</b>	<b>2</b>	<b>6</b>	

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1.3	<b>Protecting shielded and clinically vulnerable adults and children</b>	Infection of staff, children and families				<p>Shielding advice for all adults and children was paused on 1 August 2020, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of children who will remain on the shielded patient list can return to settings, as can those who have family members who are shielding.</p> <p>Currently no children or staff members attending who were shielding or are in the clinically vulnerable category. None known of or confirmed by August 2020.</p> <p>Parents sign a declaration that they will inform LFK immediately when medical conditions change and their child belongs to the clinically vulnerable or clinically extremely vulnerable category. They would then be advised to discuss their care with their health professional before returning to the setting.</p> <p>Staff members to sign a declaration that they will inform LFK immediately when medical conditions change and they belong to the clinically vulnerable or clinically extremely vulnerable category. They would then be advised to discuss their care with their health professional before returning to the setting.</p>			n/a	
1.4	<b>Living with a shielded and clinically extremely vulnerable adult or child</b>	Infection of staff, children and families				<p>If a child or staff member lives in a household with a clinically vulnerable or extremely clinically vulnerable person government guidelines state that they can attend the setting.</p> <p>No children on the register or staff members live with a person who belongs to the clinically extremely vulnerable category. None known of or confirmed by August 2020.</p>			n/a	

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1.5	<b>Physical distancing and grouping</b>	Infection of staff and children	3	2	6	<p>From 20 July 2020, early years settings are no longer required to keep children in small, consistent groups within settings but can return to normal group sizes.</p> <p>LFK is a very small setting with just one group of 12 children each day, therefore there is no risk mixing with a second group of children or changing teachers on a regular basis. Government guidance regarding group sizes and EYFS ratio followed.</p> <p>A large part of the session will take place outdoors, mostly by the camp in the woodland with plenty of space. Outdoor education can limit the risk of transmission due to good ventilation and it is easier to allow for distance between children and staff.</p> <p>Government guidance states that it cannot be expected from early years children to remain 2 metres apart from each other and staff.</p> <p>Toilet access: staggered use</p> <p>Parents and carers are encouraged to limit the number of settings their child attends. The majority of children only attend one setting.</p>	3	1	3	

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1.6	Health and hygiene	Infection of staff and children	3	3	9	<p>All adults and children clean their hands thoroughly according to guidance more often than usual (on arrival, before and after eating, after sneezing or coughing). Where a sink is not nearby an appropriate hand sanitiser is provided. (min. 60% alcohol). All children also bring their own sanitiser and wipes for outdoor time. Wipes will be collected and safely discarded</p> <p>Parents/carers clean their hands at the car park before entering the site at drop off and pick up. Hand sanitiser will be provided.</p> <p>Help given to children who have trouble cleaning hands independently.</p> <p>Hand washing and hygiene procedure communicated to parents and staff.</p> <p>Good hygiene promoted: 'catch it, bin it, kill it' approach shared. Teaching staff will model and encourage children to sneeze into their armpit or into a tissue.</p> <p>Lidded bins for tissues emptied after each session. Small plastic bags for daily collection of used wipes and paper towels outdoors. Tissues provided.</p> <p>Cleanliness habits reinforced through songs, adult support and repetition</p> <p>First aid kit and folder with relevant Covid-19 documents and procedures always accessible</p>	3	1	3	



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1.9	<b>PPE and cleaning supplies</b>	Risk of infection if supplies run out	3	3	9	An adequate supply of cleaning materials, soap/hand sanitiser and PPE is available. The teacher and teaching assistant monitor the stock and communicate with the administrator. Contingency plan in place.	3	1	3	
1.10	<b>Arrivals and departures</b>	Infection of staff, children and families	3	2	6	<p>Clear communication to parents of new drop-off and pick-up arrangements and staggered times. They are in place to minimise adult-to-adult contact</p> <p>Parents are asked to maintain physical distance (according to government guidelines) when they drop off and collect children and know that they cannot gather in groups. Only one parent/carer brings the child to the setting.</p> <p>Staff members sign the children in that parents do not need to share a pen. There will be a table available at drop-off and pick up where parents/carers can leave items for teachers to collect, e.g rucksack.</p> <p>Parents/carers clean their hands at the car park before entering the site at drop off and pick up. Hand sanitiser will be provided.</p> <p>Guidance states that parents/carers should not enter the setting indoors unless essential.</p>	3	1	3	

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1.11	<b>Travel</b>	Infection of staff and families	3	2	6	Parents and staff are made aware of recommendations on transport to and from childcare settings to reduce unnecessary travel on public transport  Senior staff does not have a car but understands the risk of taking public transportation and will minimise as much as possible.  Assistant teacher will travel to the setting by car.	3	1	3	
1.12	<b>Visitors</b>	Infection of staff, children and visitor	3	2	6	Visitors only enter the setting outside of operational hours unless essential. The visit must be recorded as usual.  All essential maintenance and building work will be completed outside of operational hours.	3	1	3	
1.13	<b>Sickness at the setting</b>	Infection of staff and children	4	2	8	See document: LFK INFECTION PREVENTION AND CONTROL & LFK staff checklist suspected and confirmed case	3	1	3	
1.14	<b>Nappy changing and hazard waste removal</b>	Staff may be exposed to the virus	3	2	6	Guidance in the setting's current H&S procedure is followed for nappy changing.  Additional government guidance is followed on waste removal for suspected COVID-19 cases	3	1	3	

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<b>2.</b>	<b>WELLBEING</b>									
<b>2.1</b>	<b>Staff wellbeing</b>	Staff are worried and feel stressed because of the pandemic and fear of the risk of infection	<b>3</b>	<b>3</b>	<b>9</b>	<p>Staff understand all new measures and their roles and responsibilities. Staff re-induction before reopening for back-to-work conversation and training, including infection prevention and control, COVID-19 case management, safe PPE use and disposal, coronavirus symptoms and hand washing procedures. Staff have also access to free eLearning on infection prevention/control and when to seek medical assistance for sick individuals.</p> <p>Senior staff can raise concerns and suggest implementation of additional measures by contacting the Chair of Trustees by phone or email.</p> <p>Regular supervision for staff to check if they are well enough to work with children both mentally and physically:</p> <ul style="list-style-type: none"> <li>- Lead teacher checks daily with teaching assistant for her wellbeing.</li> <li>- Monthly supervision meetings will resume.</li> <li>- Increase the frequency of supervision if staff becomes vulnerable</li> <li>- Weekly staff meetings as per usual.</li> </ul> <p>Training and meetings can be held via online conferencing or with physical distance.</p> <p>Staff members made aware of Education Support Partnership helpline 24/7 where they can receive advice, emotional support and counselling.</p>	<b>3</b>	<b>2</b>	<b>6</b>	

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2.2	<b>Children's wellbeing</b>	Children anxious about returning or impact of lockdown	3	3	9	<p>Plan for welcoming each child and settling them back personally, linking to specific needs and special interests. Discussed with parents as needed.</p> <p>Encourage updates from home via phone through the administrator or through emails.</p> <p>Lead teacher has asked parents for feedback about each child's experience of lock down including any experiences of separation and bereavement.</p> <p>Settling in days and community days before opening help children to get used to the setting (again).</p> <p>Follow guidance on supporting children's mental health and wellbeing during the coronavirus pandemic</p> <p>Teachers continue to consider which children are most vulnerable and support them accordingly.</p> <p>Senior staff maintained contact to children during lockdown by sending them a hand-written card and to parents by sending them weekly emails with seasonal updates &amp; ideas for their children at home, always asking for feedback.</p>	2	3	6	

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<b>3.</b>	<b>COMMUNICATION</b>									
<b>3.1</b>	<b>Staff not up to date with PHE/Government/DfE and LA advice/guidance</b>	Staff or children may risk exposure to virus if staff are not aware of relevant guidance	<b>3</b>	<b>3</b>	<b>9</b>	<p>Chair to read, review and share DfE/Government information ensuring all staff are kept up to date, including emails from the Council &amp; government guidance.</p> <p>Chair to check for Government / Council guidance changes daily and notify senior staff of any significant changes</p> <p>Emergency procedures to be regularly updated and shared with all staff following any updated guidance</p> <p>Methods of communication have been agreed – (email, text, WhatsApp, phone)</p> <p>Senior staff to ensure that the correct emergency phone numbers are saved in the Kindergarten’s mobile phone.</p> <p>Administrator has up-to-date contact list for all members of staff</p>	<b>3</b>	<b>2</b>	<b>6</b>	

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4.1	<b>Reduced staffing structure/insufficient supervision ratios/trained paediatric first aiders/ qualified staff to work with children with complex behavioural/medical/emotional needs</b>	Children may risk injury. Staff at work may suffer increased stress	3	1	3	<p>Regular communication with parents for the children with emotional, behavioural needs. Ongoing staff meetings to address the potential needs of children with complex behavioural needs.</p> <p>Ensure that all Paediatric First Aid and Designated Safeguarding Lead requirements are met</p> <p>Staff to notify the Administrator as early as possible if they or any member of their household are presenting Covid-19 symptoms and to follow NHS/111 isolation/medical advice</p> <p>Administrator and Chair of Trustees to ensure that staffing requirements are met. Inform Ofsted and the Local Authority if the setting needs to close.</p> <p>Administrator and Chair of Trustees to ensure that there are adequate paediatric first aiders in-line with HSE guidance, certificates extension periods and changes to paediatric first aid requirements under EYSF.</p> <p>Administrator to check first aid cover each day.</p>	1	1	1	

5.	<b>EXTERNAL SERVICE PROVIDERS</b>									
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	N/A									
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6.	<b>EMERGENCY EVACUATION &amp; FIRE</b>									
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6.1.	<b>Staff and children unable to evacuate the building safety</b>	Injury to children or staff	3	3	9	<p>In case of fire everyone to use their nearest available exit route</p> <p>Staff to be informed of all changes to the fire evacuation procedures.</p>	3	2	6	
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## Key government guidance

- Department for Education guidance:

Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>

- Department for Education guidance (for staff, children attending the setting and parents/carers)

Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

- Public Health England guidance: COVID-19: cleaning in non-healthcare settings outside the home

<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>

- Latest NHS information and advice about coronavirus (COVID-19).

Incl. symptoms, testing & tracing, social distancing, self-isolation

<https://www.nhs.uk/conditions/coronavirus-covid-19/>

- Department for Education guidance: What parents and carers need to know about early years providers, schools and colleges in the autumn term

<https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term>

- Coronavirus (COVID-19): safer travel guidance for passengers <https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers>

- Stay at home: guidance for households with possible coronavirus (Covid-19) infection: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>

- Guidance for parents and carers on supporting children and young people's mental health and wellbeing

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>

- Handwashing advice is at <https://youtu.be/bQCP7waTRWU>

- Early years foundation stage: coronavirus disapplications <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>

**RISK RATING MATRIX**

		SEVERITY				
		1 - NEGLIGIBLE	2 - MINOR	3 - MODERATE	4 - SERIOUS	5 - MAJOR
LIKELIHOOD	1 - VERY UNLIKELY	1	2	3	4	5
	2 - UNLIKELY	2	4	6	8	10
	3 - POSSIBLE	3	6	9	12	15
	4 - LIKELY	4	8	12	16	20
	5 - PROBABLE	5	10	15	20	25

<b>1 - 6 LOW</b>	May be acceptable; However, due care should be employed, and task reviewed to see if risk can be reduced further.
<b>7 - 15 MEDIUM</b>	Task should only proceed with appropriate authorization. Where possible task should be re-defined and or measures put in place to reduce the risk
<b>16 - 25 HIGH</b>	Task must not proceed. It should be redefined, or further control measures put in place. Controls should be re-assessed prior to task commencing.

**LIKELIHOOD DEFINITION**

<b>5 - PROBABLE</b>	Almost inevitable that an accident/incident would result.
<b>4 - LIKELY</b>	Such an event is known to have occurred in the past and represents a credible scenario. An additional factor may result in an accident/incident.
<b>3 - POSSIBLE</b>	Possible when additional factors are present but otherwise unlikely.
<b>2 - UNLIKELY</b>	Conceivable, occurrence would require multiple failures of systems and controls or a rare combination.
<b>1 - VERY UNLIKELY</b>	Little or no chance of occurrence; would require a freak combination of factors for the situation to result.

**SEVERITY DEFINITION**

<b>5 - MAJOR</b>	Multiple fatalities and or multiple injuries
<b>4 - SERIOUS</b>	Single fatality, 2 persons or more suffering acute chronic health effects.
<b>3 - MODERATE</b>	1 Person suffering injury or persistent ill health.
<b>2 - MINOR</b>	First Aid treatment or minor short-term health effects.
<b>1 - NEGLIGIBLE</b>	Negligible injury or health implications with no effect on task.