

# The Early Years Foundation Stage Risk Assessment Booklet for 2017

Date of Issue: Jan 2017

Date for Review: Jan 2018



**THE NETHER EDGE**  
**PRIMARY AND NURSERY SCHOOL**  
Telephone: 0114 255 0926



Sheffield  
City Council

The Nether Edge Primary  
and Nursery School  
is Supported by  
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**This is the annual Early Years Foundation Stage risk assessment for:**

**The Nether Edge Primary School and Nursery**

**The risk assessment has been carried out by:**

**Sarah Featherstone**

**Job Title(s):**

**Foundation Stage Lead**

**Date of risk assessment:**

**March 2017**

**Date communicated to other staff on site:**

**03.03.2017**

**Is there a documented action plan in place, with clear timescales to address the findings of the risk assessment?**

**Yes**

**Date for planned review:**

**March 2017**

**NB: Whilst this booklet allows for an annual risk assessment, it is recommended that a review is carried out each term (as there may be a new intake of children and/or new members of staff) or after an incident.**

## **Contents**

	<b><u>Page(s)</u></b>
Checklist	4
Introduction	5
Risk Assessment Procedure	6
Staff Roles and Responsibilities	7
Pupil Supervision & Managing Behaviours	8
General Security	9
Entrances & External Doors	10
Internal Doors	11
Internal Room Layout	12
Large Numbers of People – Start and End of Session	13
Managing Children throughout the Day / Session	14
Outings	15
Fixed Play Equipment	16
Mobile Climbing Frames	17
Accidents and First Aid	18
Drugs and Medication	19
Working Environment	20
Vehicles and Vehicle Movement	21
Safety & Suitability of Premises, Environment & Equipment	22
Record of Findings	23-26
Blank Risk Assessment	27
Roles and Responsibilities in Nursery	29
Case Study 1 – 26 Place Nursery	32
Case Study 2 – Foundation Stage Unit	34
Case Study 3 – Foundation 2 (Reception Class)	36
Case Study 4 – Young Children’s Centre (Extended Day)	37

**Checklist** – Please tick the boxes

Have all relevant staff (including supply staff, lunchtime supervisors etc) read and understood the booklet?

Have relevant staff had input into completing the booklet?

Has all staff had sight of the completed booklet?

Have the findings of the booklet been shared with the Headteacher / Senior Manager?

All new staff has been made aware of this booklet?

The booklet is regularly reviewed? Especially when there has been a new intake of children

Has the booklet been shared with the Governors?

Has all relevant staff read the Good Practice Guides at the end of the booklet?

## Introduction

### Safety and Security of Children in the Foundation Stage

This document has been produced in conjunction with Early Years and takes into account The Statutory framework for the Early Years Foundation Stage Safeguarding & Welfare Requirements.

### The risk assessment process

Providers must have a clear and well-understood policy, and procedures, for assessing any risks to children's safety, and review risk assessments regularly. Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk Assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

Risk Assessment is a legal requirement under the Management of Health and Safety at Work Regulations 1999.

The duty to ensure that risk assessments are carried out rests with the Headteacher / Senior Manager. The findings of risk assessments should be shared with all staff (and volunteers), and should be regularly reviewed /monitored.

This booklet covers issues relating to the safety and security of children within the Early Years Foundation Stage. It is critical that, once in the care of the school / setting, there is no opportunity for a child to leave the premises unsupervised.

**The structured deployment of staff and the implementation of positive working practices throughout the duration of the day are crucial to ensure that the safety and security of children is not compromised.**

This booklet should be followed in a methodical manner, as each section is designed to control the risks associated with a particular area of concern. Your findings should be assessed and documented and should identify the level of risk presented.

Once this has been done, an action plan that outlines the measures required for improving safety and security on site should be put into place. It is important that the findings of the risk assessment are communicated to staff.

Your Governing Body may also request confirmation that a formal risk assessment has been undertaken.

This booklet allows for an annual risk assessment to be carried out. However, risk assessment is a continuous process and a review should be carried out at reasonable intervals, particularly where there is a significant change in the working environment i.e. new staff / new intake of children or following an incident/near miss.

**Once completed, signed and dated, the findings of the risk assessment should be shared with staff and Governors. This booklet should also be made available, upon request, to Health and Safety personnel.**

As the risk assessments in this booklet are general it is important for Headteachers / Managers to identify any activities which are not included in this booklet and assess the risks. Record significant findings on pages 23-26. A blank risk assessment template can be found at page 27.

Page 29 you will find examples of "Good Practice" that may be referred to for further information.

## Risk Assessment Procedure

<p><b>Five Steps to Risk Assessment</b></p> <ol style="list-style-type: none"><li>1. <b>Identify the hazards</b> (talk to staff, consider previous accidents/incidents, observe work processes)</li><li>2. <b>Decide who can be harmed and how</b> (consider staff, pupils, service users, vulnerable people, extended services, visitors, contractors etc)</li><li>3. <b>Evaluate the risks and apply the required preventative and protective measures</b> (decide whether you need to do anything more to keep people safe)</li><li>4. <b>Record the findings</b> (and communicate to staff)</li><li>5. <b>Review</b> (periodically, after an accident / incident, introduction of new work processes, look at patterns e.g. more accidents in bad weather, time of day etc?)</li></ol> <p><b>Risk Control Measures</b></p> <p>Where possible the following hierarchy of risk control measures should be applied:</p> <ul style="list-style-type: none"><li>• Eliminate or avoid the risk at its source</li><li>• Reduce the risk at its source</li><li>• Contain the risk</li><li>• Remove employees/pupils (as applicable)</li><li>• Reduce exposure to the risk</li><li>• Utilise protective equipment</li></ul>	<p><b>Guidance</b></p> <p>Guidance regarding standards, current good working practice, and protective measures can be obtained from many different sources and include:</p> <ul style="list-style-type: none"><li>• <a href="#">Statutory Framework for the Early Years Foundation Stage (Department for Education)</a></li><li>• <a href="http://www.hse.gov.uk">www.hse.gov.uk</a></li><li>• <a href="#">Schoolpoint</a> (CWLB – City Wide Learning Board)</li><li>• BS:EN standards</li><li>• CYPF health &amp; safety information</li><li>• <a href="http://www.sheffield.gov.uk">www.sheffield.gov.uk</a></li><li>• <a href="http://www.education.gov.uk">www.education.gov.uk</a></li></ul>
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## Staff Roles and Responsibilities

Hazards	The Following Control Measures are in Place <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<p>Child leaving the premises unsupervised</p> <p><b>Preparatory work should be planned to avoid the start of sessions and other busy times.</b></p> <p><b>All members of staff, students and volunteers must be clear about their roles and responsibilities, particularly at the critical times at the beginning and end of the session/school day</b></p> <p><b>Contingency plans should be in place to take account of staff illness. This should include role of supply staff, building supervisors/caretakers who may play a crucial role in ensuring the site is secure.</b></p> <p><b>A formal emergency procedure for the recovery of a missing child needs to be compiled, implemented as school policy, and communicated to members of staff</b></p>	<p>Our arrangements include:</p> <ul style="list-style-type: none"> <li>✓ All members of staff, students and volunteers have a clear understanding of their own roles and responsibilities, this is particularly important when staff leave the setting for any reason (i.e. PPA time, meetings etc)</li> <li>✓ All staff (including lunchtime supervisors) have received induction training to help them understand their roles and responsibilities</li> <li>✓ All staff (including lunchtime supervisors) have received induction training on emergency evacuation procedures, safeguarding, child protection, health &amp; safety issues etc</li> <li>✓ All medical issues relating to the staff have been discussed with the Manager</li> <li>✓ Clarity about who will be “meeting and greeting”. This role should always be carried out by a permanent member of staff and never by a supply member of staff, student, or volunteer</li> <li>✓ Ensuring that doors and gates are secure as soon as possible after parents have left the site. The Buildings Supervisor/Caretaker may have a role to play in these tasks which should take priority over other duties at this time A formal written emergency procedure that all staff are familiar with, for the recovery of a missing child / and or in the event that a child is taken from the premises by an unauthorised adult</li> <li>✓ A formal procedure for staff to report and share any concerns</li> <li>✓ Thorough investigation of any incident or near miss</li> </ul> <p><b>NB: Local Authority maintained settings only - All incidents of children leaving the premises unnoticed and or unsupervised should be notified to the Health and Safety Team (2734082) immediately and to Ofsted. Other Ofsted registered settings must also notify Ofsted and the Sheffield Safeguarding Advisory Service</b></p>

## Pupil Supervision & Managing Behaviours

Hazards	The Following Control Measures are in Place
<ul style="list-style-type: none"> <li>• Horseplay</li> <li>• Inappropriate behavior</li> <li>• Off-site activities</li> <li>• Physical Injury</li> <li>• Children leaving the premises</li> </ul> <p><b>Only those aged 17 and over can be included in ratios, students and volunteers aged over 17 maybe included if they are competent and responsible</b></p> <p><b>The level of care provided for vulnerable pupils or pupils with behavioral problems is assessed as part of their individual care plan</b></p>	<p style="text-align: center;"><input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <ul style="list-style-type: none"> <li>✓ Supervision levels are assessed and documented. Consideration is given to the following: -               <ul style="list-style-type: none"> <li>• General movement around the setting</li> <li>• Beginning and end of the day (including handover arrangements)</li> <li>• Free flow play</li> <li>• Break times (including “wet” days)</li> <li>• Lunch time periods</li> <li>• In the dining room</li> <li>• Breakfast and After school clubs / extra-curricular activities</li> <li>• Educational visits</li> <li>• Practical lessons such as Food Technology, PE etc</li> <li>• Special / One off Events (e.g. school concerts, visiting performers etc)</li> </ul> </li> <li>✓ Children are always within sight and hearing of staff</li> <li>✓ At all times children are supervised in accordance with the statutory guidance</li> <li>✓ A behavior management policy is in place and is implemented</li> <li>✓ A named member of staff is responsible for behavior management</li> <li>✓ Records are kept where physical intervention has been used towards a child</li> </ul>



## General Security

Hazards	The Following Control Measures are in Place
<p>Young children being able to leave the site</p> <p><b>Inadequate perimeter security measures have been identified as a consistent contributory factor when children have left settings unsupervised.</b></p> <p><b>Where possible external gates should be secured once parents have left the premises, although it is recognised that there will be an access point for visitors. However, as technology moves on this is achievable with intercoms, electronic locks and automatic closers.</b></p> <p><b>Physical security measures must also be a key consideration when planning any refurbishment or remodeling work.</b></p> <p><b>Arrangements should be reviewed when Contractors are working on site they also might need to be inducted.</b></p>	<p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><b>Physical Security Measures</b></p> <ul style="list-style-type: none"> <li>✓ Doors are regularly checked and are maintained in a good working condition</li> <li>✓ Door closers are fully operational and bring each door and gates back to a fully closed position</li> <li>✓ Doors are not propped open when rooms / areas are left unattended</li> <li>✓ High and low handles are installed to prevent younger pupils from leaving the premises unsupervised.</li> <li>✓ There is a formal procedure in place for reporting defective equipment</li> <li>✓ Vision panels (where provided) are not obscured</li> <li>✓ All external doors prevent unwanted visitors from entering the building whilst allowing people to escape quickly in the event of an emergency           <ul style="list-style-type: none"> <li>Gates with self-closing devices are checked and maintained regularly to ensure that the gate closes in a safe manner</li> </ul> </li> <li>✓ The Buildings Supervisor/Caretaker also has a role to play in ensuring that external doors and gates are secure as soon as possible after parents have left the site. This should take priority over other duties at this time           <ul style="list-style-type: none"> <li>Gates are secured with combination padlocks during the school day; all members of staff are aware of the code in case of need for emergency evacuation.</li> </ul> </li> <li>✓ Perimeter walls and fencing are of an appropriate height and constructions (recommended minimum 5 feet = 1.52 metres )</li> </ul> <p><b>Visitor Management</b></p> <ul style="list-style-type: none"> <li>✓ All visitors are directed to the correct entrance</li> <li>✓ There is a system in place for all visitors to “sign in”</li> <li>✓ Visitors are issued with an identity badge and asked to wear this at all times whilst on the premises</li> <li>✓ There is a known and understood process in place to deal with unauthorised visitors to site</li> <li>✓ Pupils are informed not to let visitors / strangers into the building</li> </ul>

## Entrances & External Doors

Hazards	The Following Control Measures are in Place
<p>Young Children being able to leave the premises</p> <p><b>Investigations have shown that staff being distracted has been a key factor when children have left settings unsupervised.</b></p> <p><b>The physical security of the building is a key issue and measures need to be in place to prevent very young children leaving the building unaccompanied.</b></p> <p><b>It is crucial that door closers are fully operational, checked regularly and adjusted accordingly.</b></p>	<p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <ul style="list-style-type: none"> <li>✓ Children enter the setting at a dedicated entrance door; This is continuously supervised at the start and end of sessions</li> <li>✓ Doors are supervised when parents are leaving after any unusual activities (e.g. show and tell, activities outside of the normal nursery curriculum)</li> <li>✓ Members of staff are aware they should not allow themselves to be distracted by parents at these key times</li> <li>✓ All doors, including fire doors, are regularly checked and are maintained in a good working condition</li> <li>✓ Door closers are fully operational and bring each door back to a fully closed position after it has been opened</li> <li>✓ Both high and low handles are installed to prevent younger children from leaving the premises unsupervised</li> <li>✓ All external doors prevent unwanted visitors from entering the setting independently whilst allowing people to escape quickly in the event of an emergency</li> <li>✓ There is a formal procedure in place for reporting defective equipment / fittings</li> <li>✓ Doors are not wedged open especially fire doors</li> <li>✓ A balance between independent access (especially for older children) and children's safety has been considered</li> </ul> <p>Finger guards are installed on all external doors</p>

## Internal Doors

Hazards	The Following Control Measures are in Place
<p>Young children leaving via internal doors</p> <p><b>In most instances the Foundation unit is a part of the wider school building. With this in mind you should consider the possibility that a young child may leave the building via an alternative route, therefore internal doors should also be considered as part of your overall security arrangements</b></p> <p><b>It is crucial that door closers and door selectors (where applicable) are fully operational, checked on a regular basis and adjusted accordingly.</b></p> <p><b>The use of both high and low handles is also recommended.</b></p> <p><b>For further information on Finger guards suppliers refer to <a href="#">Finger Safety Devices</a></b></p>	<p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <ul style="list-style-type: none"> <li>✓ Internal doors are fit for purpose and prevent children from leaving the unit and accessing other parts of the building unsupervised.</li> <li>✓ Doors are regularly checked and maintained in a good working condition</li> <li>✓ Door closers are fully operational and bring each door back to the fully closed position after it has been opened.</li> <li>✓ High and low handles are installed to prevent younger children from leaving the premises unsupervised</li> <li>✓ Vision panels (where provided) are not obscured</li> <li>✓ There is a formal procedure in place for reporting defective equipment / fittings</li> <li>✓ There are managed procedures in place for children to access toilet facilities that are outside of the unit.</li> </ul> <p>Finger guards are installed on doors which present a significant risk to pupils</p> <ul style="list-style-type: none"> <li>✓ Fire Doors are not propped open</li> </ul>

## Internal Room Layout

Hazards	The Following Control Measures are in Place
<p>Young children being able to leave the premises</p> <p><b>Members of staff need to be extra vigilant when supervising the entrance doors, especially where cloakrooms and toilets are located nearby.</b></p> <p><b>Parents should be encouraged not to bring prams and buggies into the building. This not only causes congestion and blocks escape routes, but also makes the entrance area difficult to supervise.</b></p>	<p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <ul style="list-style-type: none"> <li>✓ The size and layout of the room are taken into account especially where low numbers of staff and / or children are present</li> <li>✓ Areas that are difficult to supervise are restricted or cordoned off as a temporary measure</li> <li>✓ There is adequate staffing in areas where it is not easy to observe children's play or location i.e. tall room dividers</li> <li>✓ Cloakrooms/coat pegs are located away from external doors (to avoid congestion)</li> <li>✓ Self-registration is located in an area away from the entrance doors to avoid congestion in the area</li> <li>✓ Parents are encouraged and reminded not to bring prams and buggies into the building</li> <li>✓ Consideration has been given to ensuring there is a designated area for prams and buggies to be stored safely</li> <li>✓ Low level windows have restrictors fitted</li> <li>✓ Consideration is given to the positioning of indoor play equipment / activities so as not to provide a barrier to entering / leaving the premises quickly and to avoid congestion</li> </ul>

## Large Numbers of People – Start and End of Session

Hazards	The Following Control Measures are in Place <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<p>Child tailgating a parent / leaving the premises unsupervised</p> <p><b>The beginning of the day must be well organised and members of staff, parents and children each have a role to play. Each must be clear about their roles and responsibilities</b></p> <p><b>A member of staff needs to be strategically placed at the entrance doorway at the start of session.</b></p> <p><b>The above person’s role is a key part of the welcome procedure; the aim of which is to ensure that a young child cannot leave the premises unnoticed.</b></p> <p><b>Members of staff must remain vigilant and not be distracted whilst greeting parents and children at the beginning of the day.</b></p>	<p>Our arrangements include:</p> <ul style="list-style-type: none"> <li>✓ Clear written and verbal Information to parents about our procedures especially for the start and end of session</li> <li>✓ A clear protocol for dealing with parents that may want to speak to a member of staff</li> <li>✓ An area has been provided for staff to talk to parents confidentially and this does not compromise supervision levels</li> <li>✓ A procedure for dealing with young children that may be upset or distressed.</li> <li>✓ A formal welcome procedure for receiving parents and children at the beginning of each session.</li> <li>✓ <b>The structured deployment of staff to ensure the safety of children, particularly at the beginning and end of the session</b></li> <li>✓ An assigned member of staff to take responsibility for opening, supervising and securing of the door after parents have left <ul style="list-style-type: none"> <li>○ This includes formal exit procedures for parent / volunteers, when helping in school / collecting children for medical &amp; dental appointments and when there are special events in school (e.g. school concerts and visiting performers)</li> </ul> </li> <li>✓ A dedicated member of staff ensures there is a daily record of the names of children on site and their actual hours of attendance (<b>This is a legal requirement under The Statutory Framework for the EYFS Safeguarding &amp; Welfare Requirements</b>)</li> <li>✓ Ensuring other doors from the unit are secure and that parents are not using them as a short cut</li> <li>✓ A self-registration procedure. This allows staff to see at a glance which children have arrived, gives the children a task to do, and effectively removes them from the entrance door area</li> <li>✓ A formal register is taken at the earliest opportunity</li> <li>✓ A formal procedure for receiving late arrivals</li> <li>✓ A formal procedure for handing children back to parents and carers at the end of each session or before the end of the session</li> <li>✓ Clear written instructions from parents regarding authorisation for other adults to collect their child (<b>NB parents will need reminders at regular intervals to update information periodically</b>)</li> <li>✓ Formal handover procedures as required i.e. from Breakfast Club; to After School Club, to parents / carers; to escorts on home to school transport etc</li> <li>✓ Staff only release children into the care of the individuals who have been notified by parents</li> </ul>

## Managing Children throughout the Day / Session

Hazards	The Following Control Measures are in Place <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<p>Child managing to leave during outdoor provision etc</p> <p><b>Throughout the session / day there may be times when there is the potential for a child to leave the setting unsupervised.</b></p> <p><b>It is important that physical measures, supervision levels and organisational arrangements are not in conflict.</b></p> <p><b>During “continuous provision” it is easy to assume that a child who is not inside the classroom will be accessing outdoor provision; however experience has shown that this is a time when children can leave the setting unnoticed.</b></p> <p><b>Consideration should also be given to new starters and also children with special needs, as additional control measures may be needed</b></p>	<ul style="list-style-type: none"> <li>✓ Consideration has been given to new starters, children with SEN / Disabilities and those where English is not their first language as additional control measures may be needed</li> <li>✓ Continuous provision is structured to take account of the play, care and learning needs of all children</li> <li>✓ Gates are regularly checked to ensure that they remain secure</li> <li>✓ The whereabouts of children is monitored throughout i.e. by regular headcounts</li> <li>✓ Staff are aware of obstructions/”blind spots” in the indoor / outdoor play area. Where this is an issue, steps are taken to               <ul style="list-style-type: none"> <li>▪ relocate the obstruction</li> <li>▪ cordon off the area</li> <li>▪ ensure that staff are strategically placed</li> </ul> </li> <li>✓ Where necessary, at crucial times of the session, areas are restricted to help with the safe supervision of children particularly where numbers of staff may have been reduced</li> <li>✓ Play equipment / external seating is not sited adjacent to the perimeter fence</li> <li>✓ Supervision levels both inside and outside are continually assessed by members of staff</li> </ul> <p>Procedures are in place for summoning assistance from other staff members i.e. in the case of an accident / incident</p>

## Outings


Hazards	The Following Control Measures are in Place ☑☒
<ul style="list-style-type: none"> <li>• Off-site activities</li> </ul> <p><b>If other children in the setting are not attending an outing, you must ensure that there is a paediatric first aider with them at all times.</b></p> <p><b>The Statutory Framework for the EYFS Safeguarding &amp; Welfare Requirements states that :-</b></p> <p><b>“At least one person who has a current paediatric first aid certificate must be on the premises at all times when children are present, and must accompany children on outings”.</b></p>	<ul style="list-style-type: none"> <li>✓ Written parental permission has been given prior to any outings taking place</li> <li>✓ A risk assessment has been carried out by the group leader identifying all hazards, supervision ratios etc</li> <li>✓ The risk assessment has been shared with relevant members of staff, volunteers etc</li> <li>✓ Where staff are transporting children in their own vehicles they are adequately insured</li> <li>✓ Appropriate restraints and booster seats are available</li> <li>✓ All coaches are hired from a reputable company</li> <li>✓ A paediatric first aider is with the children at all times when they go off site for outings</li> <li>✓ The group leader has access to a fully charged mobile phone</li> </ul>

## Fixed Play Equipment

Hazards	The Following Control Measures are in Place
<ul style="list-style-type: none"> <li>Slips, Trips and Falls from Height</li> </ul> <p><b>Milk crates, tyres etc are often encouraged as part of creative play. As these are not being used for their original purpose a separate detailed risk assessment should be carried out prior to use.</b></p> <p><b>If using natural environment for children to play on e.g. climbing trees, woodland trail etc this will need to be risk assessed separately</b></p> <p><b>Further Information on play equipment can be found on Schoolpoint <a href="#">BPN 15 – Outdoor Play Equipment</a></b></p>	<p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <ul style="list-style-type: none"> <li>✓ All fixed play equipment e.g. climbing frames, slides etc complies with a relevant British Standard or European Standard and is age / stage appropriate for children using it</li> <li>✓ Appropriate safety surfaces, which are in good condition, are in place to prevent injury from falls</li> <li>✓ Use of play equipment is undertaken under close supervision at all times</li> <li>✓ Supervising members of staff are strategically placed to ensure they can supervise pupils on play equipment</li> <li>✓ The number and age range of pupils using play equipment at any one time is restricted ( as necessary) by members of staff</li> <li>✓ Procedures are in place to ensure that equipment is not used if wet or icy conditions make it unsafe to do so</li> <li>✓ All play equipment and surfacing is visually checked on a daily basis or prior to each use and more formally checked on a monthly basis by a member of staff</li> <li>✓ All play equipment and surfacing is inspected and maintained annually by a competent person</li> <li>✓ Outdoor play sports equipment is checked regularly/prior to each use to ensure that it remains in a safe condition and maintained periodically by a competent contractor</li> </ul>



## Mobile Climbing Frames

Hazards	The Following Control Measures are in Place
<ul style="list-style-type: none"> <li>Slips, Trips and Falls from height</li> </ul> <p><b>Whilst there will always be an element of risk when pupils use any form of climbing equipment, it is the aim of the following preventative and protective control measures to reduce those risks to an acceptable level.</b></p>	<p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Members of staff are aware of the correct layout and assembly of equipment</li> <li><input type="checkbox"/> Equipment provided is age / stage appropriate</li> <li><input type="checkbox"/> Correct type of safety mats are placed under potential “fall” areas, with provision of adequate safety margins</li> <li><input type="checkbox"/> Systems of work includes close supervision and controlled numbers of pupil using equipment at any one time</li> <li><input type="checkbox"/> Arrangements in place have been formally communicated to relevant members of staff</li> <li><input type="checkbox"/> Equipment is disabled and signed appropriately to prevent unsupervised use outside of session times</li> </ul> <p><b>Below is a copy of the Managing Risk in Play Provision</b></p> <div style="text-align: center;">  <p>managing-risk-play-provision-guide[1].pdf</p> </div>

## Accidents and First Aid

Under the Reporting of Injuries, Diseases and Dangerous Occurrences regulations 1995 (RIDDOR) employers are legally required to report work related accidents and ill health to the enforcing authority.

Employers have a legal requirement under the Health and Safety at Work First Aid Regulations 1981 to provide adequate and appropriate equipment, facilities and personnel to ensure employees receive immediate attention should they be injured or become ill at work.

Hazards	The Following Control Measures are in Place ☑☒
<ul style="list-style-type: none"> <li>Physical Injury</li> </ul> <p><b>All serious accidents (e.g. where anyone requires hospital treatment) are reported to the Health &amp; Safety Team Tel: 0114 2734082 and also to the <a href="#">safeguarding</a> team</b></p> <p><b>A copy of the <a href="#">accident report form</a> and details of how and when to report <a href="#">RIDDOR</a> (flowchart)</b></p>	<p><u>Accidents</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff are aware that it is their responsibility to report and record accidents (to themselves and the children) on the accident report form</li> <li><input type="checkbox"/> Ensure all copies of accident report forms are sent to the health and safety team</li> <li><input type="checkbox"/> A written record of all accidents, incidents and first aid is kept on site</li> <li><input type="checkbox"/> Parents are informed of their child's accident or injury as soon as possible</li> <li><input type="checkbox"/> Serious accidents / deaths are reported to Ofsted as soon as possible</li> <li><input type="checkbox"/> Serious injuries are reported to the Health and Safety Executive under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)</li> <li><input type="checkbox"/> All significant accidents are investigated to identify immediate and underlying causes</li> <li><input type="checkbox"/> Where applicable, the findings of investigations are shared with staff and Governors, risk assessments reviewed and any additional measures required are implemented</li> </ul> <p><u>First Aid</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> There is an adequate number of first aiders on site throughout the day (<b>including extended services activities</b>)</li> <li><input type="checkbox"/> At least one Paediatric first aider is on the premises at all times when children are present</li> <li><input type="checkbox"/> All members of staff are aware of the first aid arrangements that are in place</li> <li><input type="checkbox"/> A scheduled programme is in place for the periodic retraining of first aid personnel</li> <li><input type="checkbox"/> The First Aid training is approved by the local authority and is relevant for workers caring for young children</li> <li><input type="checkbox"/> An appropriate number of first aid boxes are at strategic points throughout the school building</li> <li><input type="checkbox"/> An appointed person is responsible for checking the use-by dates and re-stocking first aid kits on a regular basis</li> </ul>

## Drugs and Medication

Hazards	The Following Control Measures are in Place <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>• Wrong dosage / medication administered</li> </ul> <p><b>It is the responsibility of the employee to notify the employer if they are taking medication which may affect their ability to care for children.</b></p> <p><b>Providers must ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly.</b></p> <p><b>Staff medication on the premises must be securely stored, and out of reach of children, at all times</b></p>	<p><u>Children</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Health and Safety Policy makes specific reference to the arrangements for administration of drugs / medication</li> <li><input type="checkbox"/> Medication is not administered unless written parental consent has been given</li> <li><input type="checkbox"/> All medication is kept in a safe and secure place (out of the reach of pupils)</li> <li><input type="checkbox"/> All medication is clearly labelled with the children's name and correct dosage to be administered</li> <li><input type="checkbox"/> A formal record is kept of all medication that is administered</li> <li><input type="checkbox"/> All out of date medication is disposed of following manufacturers guidance</li> <li><input type="checkbox"/> All staff (including supply staff) are aware of all children who have complex medical needs and individual care plans are in place</li> <li><input type="checkbox"/> Staff have had training in the administration of all medications</li> <li><input type="checkbox"/> Staff are informed not to re-sheath needles</li> <li><input type="checkbox"/> Children's medical needs are taken into account when attending extended school activities, educational / residential visits etc</li> <li><input type="checkbox"/> An up to date emergency contact list for parents is available for staff</li> <li><input type="checkbox"/> A sharps bin is available for disposal of used needles / syringes</li> </ul> <p><u>Staff</u></p> <ul style="list-style-type: none"> <li>✓ Staff medication needs have been discussed with the Manager and where necessary have sought medical advice to ensure they are medically fit to work with children</li> <li>✓ Staff medication is stored securely and out of the reach of children</li> </ul>


## Working Environment (Heating, Lighting, Temperature, Ventilation)

Workplace, Health Safety & Welfare Regulations

Regulation 6 (Ventilation) - requires that every enclosed workplace is ventilated by a sufficient quantity of fresh or purified air

Regulation 7 (Temperature) - during working hours the temperature in all workplaces inside buildings shall be reasonable

Regulation 8 (Lighting) – every workplace shall have suitable and sufficient lighting

Hazards	The Following Control Measures are in Place <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<ul style="list-style-type: none"> <li>• Extremes of Temperature</li> <li>• Inadequate lighting levels</li> <li>• Poor Air Quality</li> <li>• Welfare Facilities</li> </ul> <p><b>Guidance on Disposal of Low Energy Light Bulbs can be found in the attached pdf</b></p> <div style="text-align: center;">  <p>Bulletin 145.pdf</p> </div> <p><b>Guidance on toilet / hand washing facilities can be found in the <a href="#">School Premises Regulations</a></b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The heating system provides and maintains a comfortable working temperature</li> <li><input type="checkbox"/> Lighting levels are appropriate for the tasks being carried out.</li> <li><input type="checkbox"/> Lights are replaced, repaired or cleaned before lighting levels become too low to be safe</li> <li><input type="checkbox"/> Natural ventilation can be provided by opening windows</li> <li><input type="checkbox"/> The equipment and access to the building is suitable for children with disabilities</li> <li><input type="checkbox"/> There is an appropriate number of toilets / hand washing facilities for children and staff <b>(usually one toilet and one hand basin for every ten children over the age of two)</b></li> <li><input type="checkbox"/> There is provision for washing and eating etc</li> <li><input type="checkbox"/> There is an adequate supply of drinking water</li> <li><input type="checkbox"/> If it is necessary, there is provision to store clothing e.g. personal protective equipment</li> </ul>

## Vehicles and Vehicle Movement

Hazards	The Following Control Measures are in Place
<ul style="list-style-type: none"> <li>• Physical Injury to pedestrians and cyclists</li> <li>• Collision with vehicles</li> <li>• Cycling</li> </ul> <p><b>Moving vehicles on site can present a serious risk to pedestrians and the two, where possible, should be segregated or managed by appropriate control measures.</b></p>	<p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><u>Vehicle Movement</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vehicle and pedestrian routes are clearly defined and separated by physical barriers</li> <li><input type="checkbox"/> Car parking spaces are marked appropriately</li> <li><input type="checkbox"/> Where necessary “one way” measures are in place</li> <li><input type="checkbox"/> Crossing points are designated and clearly signed</li> <li><input type="checkbox"/> Blind spots are identified and mirrors / other aids are provided to assist vision</li> <li><input type="checkbox"/> Procedures are in place to manage vehicles carrying out reversing manoeuvres i.e. banks person</li> <li><input type="checkbox"/> Vehicle movement is restricted at key times i.e. beginning and end of the school day etc</li> <li><input type="checkbox"/> Speed restriction signs are in place and enforced</li> <li><input type="checkbox"/> The school policy on parental use of the school car-park is communicated to parents</li> <li><input type="checkbox"/> Routes are maintained for emergency vehicular access</li> <li><input type="checkbox"/> External lighting is provided as necessary</li> <li><input type="checkbox"/> Develop designated cycling route and policy</li> </ul> <p><u>Employees Private Vehicles used for Work Purposes</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All drivers hold a current driving license</li> <li><input type="checkbox"/> All vehicles used are roadworthy (e.g. has a current MOT certificate) and insured for business use</li> <li><input type="checkbox"/> The driver does not smoke or use a mobile phone when driving</li> <li><input type="checkbox"/> Parental consent is obtained prior to transporting pupils in private vehicles</li> <li><input type="checkbox"/> Seatbelts, restraints etc are used at all times</li> <li><input type="checkbox"/> There is appropriate supervision when transporting pupils</li> <li><input type="checkbox"/> Child car seats / boosters seats are age appropriate, available and used as appropriate</li> </ul>

## Safety & Suitability of Premises, Environment & Equipment

Hazards	The Following Control Measures are in Place ☑☒
<ul style="list-style-type: none"> <li>• Slips, trips and falls</li> <li>• Burns / scalding</li> <li>• Cuts / lacerations</li> </ul> <p><b>Some craft equipment is not designed for children's use, but it is still appropriate for them to access (e.g. wood working tools, nails etc). This type of equipment needs to be risk-assessed separately and appropriately supervised.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All fire exit routes are clear, children's toys are not stored in front of them</li> <li><input type="checkbox"/> All furniture, equipment and toys are to a British standard and display the CE mark and are fit for purpose</li> <li><input type="checkbox"/> All toys and equipment are clean and comply with the relevant hygiene requirements</li> <li><input type="checkbox"/> All play equipment is stored safely</li> <li><input type="checkbox"/> There is a procedure in place for reporting faulty equipment</li> <li><input type="checkbox"/> Hot drinks are stored out of children's reach</li> <li><input type="checkbox"/> Safety cups are used when children are in the vicinity</li> <li><input type="checkbox"/> All craft equipment / scissors are designed for children's use and are stored safely</li> <li><input type="checkbox"/> All paints and glues that are used are water based</li> </ul>

**The following pages should be used to record your findings and actions required**

Findings – Staff Roles and Responsibilities	Action by:	Date action complete

Findings – Pupil Supervision and Managing Behaviours	Action by:	Date action complete

Findings – General Security	Action by:	Date action complete

Findings – Entrances & external Doors	Action by:	Date action complete

Findings – Internal Doors	Action by:	Date action complete

Findings – Internal Room Layout	Action by:	Date action complete

Findings – large Numbers of People – Start and End of Session	Action by:	Date action complete

Findings – Managing Children throughout the Day / Session	Action by:	Date action complete



Findings – Outings	Action by:	Date action complete

Findings – Fixed Play Equipment	Action by:	Date action complete

Findings – Mobile Climbing Frames	Action by:	Date action complete

Findings – Accidents and First Aid	Action by:	Date action complete

Findings – Drugs and Medication	Action by:	Date action complete

Findings – Working Environment	Action by:	Date action complete

Findings – Vehicles and Vehicle Movement	Action by:	Date action complete

Findings – Safety & Suitability of Premises, Environment & Equipment	Action by:	Date action complete

**Risk Assessment for .....**  
 (E.g. classroom, outdoor play area, keeping animals, one off events etc)

<b>Name of Setting</b>	<b>Who might be harmed?</b>		
	<ul style="list-style-type: none"> <li>• Employees</li> <li>• Others in the area e.g. young people, volunteers, visitors</li> </ul>		
<b>Hazards</b>	<b>The Following Control Measures are in Place</b>	<b>High / Med / Low risk</b>	<b>Any further action needed?</b>
	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>		

With all of the listed control measures in place the residual risk rating is assessed to be **High/Medium/Low** (delete as appropriate)

Hazards	Further Action Needed / Additional Control Measures
Are there any other foreseeable hazards that are associated with the activities being carried out?	Where the residual risk is assessed to be <b>High</b> or <b>Medium</b> additional control measures will be needed to reduce the risk to an acceptable level. These should be listed here:

## Roles and Responsibilities in Nursery - Good Practice

The safety of children is paramount at all times. An awareness of children's constantly developing abilities helps to ensure appropriate safety measures are applied to avoid dangerous situations.

In order to meet this standard there is a requirement and a shared responsibility that staff have an understanding of Health and Safety requirements for children during the period they are in staff's care. The responsibility for day-to-day management of health and safety lies with the Headteacher, owner or person in charge of a setting. Additionally all employees have duties to themselves and others under health and safety legislation. This includes a duty of care towards the children in their care. Members of staff should also ensure they have a good understanding of safety procedures in order to create a safe and secure environment.

### **This would include:**

Staff understanding the Health and Safety policy with particular regard to the sections that are appropriate for the Nursery or Reception class. Sharing the policy at the induction of all staff including supply staff / students / regular volunteers etc

- Health and safety information being made available to all staff, student teachers, supply staff and Governors. The Health and Safety team have produced health and safety information that should be used as a source of reference.
- Developing the competency of staff, not only through formal training but also through experience, knowledge and skills. Staff also need to be made aware of current legislation and advice, which could be addressed

through allocated staff meeting time, specific training, and discussion, reference to the Health and Safety Policy, Health and Safety documentation and the findings of recent risk assessments.

- N.Q.T's receiving health and safety induction, support and guidance through their school mentor
- Ensuring good communication systems are in place to ensure that all staff actively promote and achieve a safe and healthy environment

### **Parental Awareness**

Pre-admission discussions with parents should include information on any child who may need additional supervision due to their individual needs. The information should be shared with all staff concerned.

Parents need to have an awareness of Health and Safety matters and this could be achieved through, initial Home Visits, School Welcome Visits, newsletters, signage, notices and leaflets.

### **Children also should be aware of safety**

This could be achieved through well-established routines that are understood and implemented by all, discussions and planned activities around safety, simple rules that are set, understood and implemented by children and staff. These should be constantly reviewed and reinforced. Children should be provided with appropriate opportunities to take responsibility for their own safety so that there is a balance between needed risk, the freedom to develop independence and fun.

Please refer to the publication "Managing Risk in Play Provision" (ref: 00942-2008DOM-EN)

Building Supervisors / Caretaking staff need to be consulted and informed of the School's practice with regard to the safety and security of children as they may have a dedicated routine to ensure safety and security. This can be achieved by being aware of policy and procedures and may include:-

- Dedicated time for securing gates and entrances
- Regular meetings with named Health and Safety person or person who has delegated responsibility
- Regular monitoring of condition on gates/doors and fencing
- Keeping well informed of safety procedures through courses/training
- Reporting concerns to the designated health & safety representative or the head / senior member of staff

### **Security and Access Control**

Security measures in the foundation stage ensure that children remain on the premises and unwanted visitors are kept out. Consideration should be given to:

Which doors are to be kept secure. (If fire doors are to be kept secure they need to open easily in an emergency i.e. not needing a key)

- Door closers, which are to be fully operational
- Height of door fastenings, the use of double handles, intercoms, digital key pads, remote control locking /opening devices
- Signage and notices regarding the need for security clearly displayed for parents and visitors to see. (NB these may need to be made available in other languages or in pictorial format for those whose first language is not English)

- Use of CCTV

### **This can be achieved through:**

- Established arrival and departure procedures that are understood and implemented by all
- The use of a visitor's book and badge system.
- Procedures for answering the door to unrecognised visitors.
- Procedures for admitting late arrivers at the beginning of the session and children leaving before the end of the session.
- Formal procedures for handing over children at the end of session
- Procedures for handing over children to another adult
- A written emergency procedure that covers a child leaving the premises unaccompanied
- Regular monitoring that agreed procedures are consistently implemented

### **Roles and Responsibilities**

To ensure that roles and responsibilities are fully understood by all members of staff within the Foundation Stage the following should be in place

- A clear understanding by all staff (including supply staff, students etc) of the deployment of staff for the start and end of sessions and also for the safe delivery of the curriculum
- Staff are certain of their role and their responsibilities

- Staff understand the procedures for the beginning and ending of sessions in relation to staff deployment and are consistent in implementing the responsibilities attached to the role
- Consistent systems are implemented e.g.
  - A member of staff (who is permanent not a student or supply staff) based at the entrance door and is responsible for welcoming/registering the children
  - Self registration which involves parents and children and gives the children a task to do. A member of staff (not the welcoming person) to be responsible for taking short messages from parents
  - A dedicated member of staff to be responsible for supervising the children in the main body of the nursery
  - In the event of there being only two members of staff, or should urgent discussions be required, parents/carers should be requested to wait until the members of staff are free from their initial duties
  - A signal to inform parents to leave
  - The securing of the door by the welcoming person
  - Procedures for registering late arrivals / early departures
  - A procedure for making sure that gates are secure

This should be included in staff induction training and should be reinforced regularly.

### **Contingency procedures should be documented**

e.g. What procedures are in place for dealing with distressed children and parents at the beginnings of sessions? N.B this could be the case whenever the nursery admits new children and could happen systematically through the academic year.

### **Example of a Contingency Procedure when a child is distressed**

- One person to have the responsibility of talking with the parent. This person would be the person supervising children within the nursery/Foundation Stage not the welcoming person and certainly not both members of staff.
- The parent asked (by the supervising person) to stay for a short while with the child until the nursery is settled and both staff are within the main body of the nursery. (This enables the teacher to continue in the role of supervising children and the parent to pacify their child.)
- Once the second member has secured the nursery and is in the main body of the nursery then there is the opportunity to discuss the problem with the parent, console the child and reassure the parent that the child will be OK offering to phone the parent to confirm this.

## Case Study 1 - 26 Place Nursery

The following is a case study that illustrates good practice and understanding of roles and responsibilities (in a 26 Full Time equivalent nursery setting) at the beginning and the end of the session

### Context

A 26 place Nursery. Two members of staff (1 Teacher and 1 Nursery Nurse)

The Nursery is in a deprived area of Sheffield with many children having social and emotional problems

### Welcome Procedure

- Children enter and exit through a dedicated nursery entrance
- At the beginning of a session a member of staff is positioned at the entrance to the unit to greet parents, carers and children and informally registers the children
- A daily record of the names of the children looked after on the premises, their actual hours of attendance and the names of the children's key workers
- Coat pegs are some distance from the nursery door
- Children self register themselves, by placing their picture and their name on a board that is some distance away from the entrance door. This is

identified as good practice as it gives the children a task that takes them away from the main nursery door

- A formal register should then be taken as soon as possible.
- Activities are restricted as the room is awkward to supervise for the second member of staff. Her role is to supervise the children and also to take short messages from parents/carers. Parents know that if they need to see a member of staff to discuss an issue they can see the staff at the end of the session or wait until the short formal registration period when all children are brought together

### Registration

A bell signals the departure of parents. The teacher on 'door duty' secures the door. Children come together for a short formal registration with one member of staff. This is the time when a parent/carer can speak with the second member of staff, who has been supervising the children, about immediate issues concerning the child.

### Late Arrivers

Parents/carers take their children to the main school entrance for registration purposes. (This may not suit some settings therefore other appropriate procedures need to be implemented).



## **Exit Procedures**

At the end of the session the children are brought together, as a group, in a dedicated area. A member of staff supervises the children and the second member calls out the child's name and hands over the child to the parent/carer.

There are procedures in place for parents to inform staff should another adult collect the child. Ideally parents must inform staff at the beginning of the session if they are not collecting their own child. Parents **MUST** inform nursery staff if someone else is collecting their child if this person is not authorised to collect as stated on the child's Admission Form.

## **Information to Parents**

Information about procedures is communicated at meetings with parents prior to children starting nursery. Parents understand the procedures.

## **Perimeter Security**

The school has a full perimeter security fence in place. The nursery play area also has a high fence and a high gate with a

fastener that is beyond the reach of children. The play area is used by nursery and reception.

## **Roles and Responsibilities of Staff**

All staff fully understands the safety procedures. Safety issues are regularly discussed by staff and with the head teacher who has a good understanding of the Foundation Stage.

## Case Study 2 - A Foundation Stage Unit

The following is a case study that illustrates good practice and understanding of roles and responsibilities in a Foundation Stage Unit.

### Context

There are 26 F1 children with 1 Teacher and 1 Nursery Nurse (Nursery Teaching Assistant)

There are 30 F2 children with 1 Teacher and 1 teaching Assistant

The children are together for learning and teaching in a purpose built Foundation Stage Unit

They all enter and leave the unit via a dedicated Foundation Stage entrance

### Welcoming Procedures

- All external doors are secured until the beginning of the session when the appropriate member of staff opens the main entrance door to greet parents/carers and children into the Foundation Stage Unit. This member

of staff is always from Foundation 1 who has established relationships with children and also parents and carers

- A second member of staff is also close to the entrance area to talk with parents/ deal with general issues etc
- A member of staff remains in the entrance area until a bell has rung. Once all parents have left, the doors and gates are made secure by the welcoming person so that there is no general access into the unit

### Late Arrivers

Parents/carers have to ring a doorbell at the Foundation Stage unit and wait until a member of staff is free to respond and register the child.

### Settling in /General Registration

- There is an established self-registration procedure
- The F2 children sign their name on a whiteboard
- The F1 children put their name label on their milk/drink
- A formal register is then taken as soon as possible after parents have left.

**This is identified as good practice as the self-registration procedure not only focuses the children but also encourages them to move away from the entrance area into the main body of the unit**

## **Exit Procedure at the end of AM and PM sessions**

**F1 children** are brought together in the quiet room. A member of staff supervises within the room and a second member of staff stands in the doorway. As parents / carers arrive the member of staff supervising the door calls individual children.

**F2 children** are brought together on the carpet. They stay on the carpet until the member of staff calls their name.

At the end of the morning session when F1 children are leaving the F2 children are all together with the teacher involved in a focused activity.

## **Good Practice**

Health and Safety issues are regularly discussed within the staff team and Head teacher, who formally monitors that the procedures in place.

The Headteacher has a good understanding of Foundation Stage practice

### **Case Study 3 - Foundation 2 (Reception Class)**

The following is a case study that illustrates good practice and understanding of roles and responsibilities in a F2 (reception) setting at the beginning and ending of the session.

There are three F2 classes in a dedicated Foundation Stage Base.

There are three teachers and 2 Teaching Assistants.

Children enter and leave by 2 dedicated doors, which lead into the Foundation stage base.

#### **Welcome Procedure**

- The doors are opened at 8.40am and children and parents / carers access the FS base at 2 separate entrances.
- A dedicated member of staff supervises each of the entrances to ensure that the children cannot leave the building without supervision.
- Other members of staff are available within the base to supervise the children. A nominated person is available to take short messages from parents
- At 8.50 a bell is sounded and a member of staff secures the doors into the Foundation Stage

#### **Settling in and Registration**

Children arrive at 8.40 and access individual activities. Parents and carers are encouraged to stay to help children settle. At 8.50 a bell is sounded and parents leave immediately. The bell is a signal for children to assemble on the carpet for formal registration.

There is a daily record of the names of the children looked after on the premises, their hours of attendance and the names of the children's key workers.

There is a well-established self-registration procedure in place and this is seen as good practice. Children, in each base, find their name from a dedicated table and place it on a board that is divided into specific groups. This makes it easy for staff to see who is present in F2.

Doors and gates are secured when all parents have left.

#### **Late Arrivers**

There is no general access into the unit after doors and gates have been secured; therefore late arrivers can only enter the building at the main entrance. There is a process in place for formally registering late arrivers before they are taken to their classroom.

#### **Exit Procedure**

At the end of the session, a member of staff unfastens the external gates. Children collect their belongings and line up in their bases. Children are handed over individually as parents/carers arrive.

#### **Information to Parents**

All parents are invited to a meeting prior to children starting school, where these procedures are explained.

#### **Good Practice**

The Head teacher is fully informed of safety issues within the Foundation Stage and has a good understanding of Foundation Stage Practice which he / she regularly monitor.

## **Case Study 4 - Children's Centre - Extended Day**

The following is a case study that illustrates good practice and understanding of roles and responsibilities in a Children's Centre that operates an extended day in the Foundation Stage.

### **Context**

The setting provides a variety of sessions between 8am and 6pm. Parents and carers deliver and collect children over longer periods and at variable times, rather than the 'standard' times for the start and end of sessions.

### **Early arrivals (8.00am)**

The parent/carers of children for sessions between 8.00am/9.00am take their children into the allocated 'Early Arrivals Base'.

Parents hang their child's coat in the child's daily base and then take them to the 'Early Base' where they are handed over to a member of staff who formally logs their arrival.

At 9.00am when other staff come "on shift" the early children are taken to their respective bases where they are handed over to the appropriate members of staff. There needs to be a clear management system in place to record children's arrival times if it is done centrally. This information may need to be transferred to registers in the child's normal base. This should be understood and implemented by all members of staff. There should be a clear handover of children to "room" staff / other staff coming in on a later shift.

## **Late Arrivers**

Children are registered as and when they arrive. Unlike other nursery settings late arrivers are not really an issue. The reason being is that the centre provides flexible care arrangements and it is expected that children will arrive and leave at different times of the day.

All visitors access the building through a main entrance, which is covered by a visual monitor. Visitors also have to buzz to be allowed access to the building. The locking mechanism is released by a member of staff once the visitor has been identified.

### **Exit Procedure**

Children are formally handed over to parents in the child's base whenever possible but if handed over to parents elsewhere then children's departure times are formally recorded by staff in the register.

### **Roles and responsibilities of staff**

Staff are clear about their roles and responsibilities and there are procedures in place to cover a wide range of issues that include –

- Managing people coming and going at many different times during the working day
- Monitoring children's whereabouts during different times of the day and particularly during free-flow play. Staff deployment is regularly reviewed and ensures child safety at all times
- Awareness of children who may need closer supervision / monitoring because of their individual play, care or learning need