



Hill View Primary Academy

Early Years Foundation Stage (EYFS) Risk Assessment

Why risk assess?

Across the Early Years environment we aim to offer a wide range of exciting and engaging learning opportunities to help develop children's foundation skills. In any situation where there are a number of children working and playing together there are risks but there are also benefits. We take the health and safety of children very seriously, and assess each situation by considering the potential risks and the benefits. Through discussion, we then decide if the risks can be managed appropriately and that the benefits are valid, reasonable and productive in moving children's learning forward.

An EYFS risk assessment is a legal requirement for early years providers as a measure to identify and control risk in an early years setting. The risk assessment only forms a small part of our safety and compliance management, a comprehensive system is in place within Trust academies led by our estates team and site management staff'

The following Risk Assessments cover the main areas of the indoor and outdoor environment. The general checklist covers our daily considerations before opening the environment to parents and children. Toileting, first aid and safeguarding are covered by whole-school policies available on the school website. Trips are covered separately using whole-school risk assessment forms and are agreed on a trip-by-trip basis by the Headteacher.

All risk assessments are reviewed yearly to ensure they are up-to-date and relevant however, an assessment will be made immediately if there is an incident, or an area of the environment is adapted or changed in any significant way.

This is an approved template provided to all schools with an EYFS provision. Each school is expected to personalise with the relevant staff details as necessary. It may be necessary to use this template for any additional areas a specific school may have – please attach to the end of the document. If you require any additional guidance please seek support from a member of the Education Team. This risk assessment sits alongside our statutory documentation

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Daily Safety Checklist (EYFS Staff and Children to use)

Item	Details	Tick/Comment
OUTDOOR ENVIRONMENT		
1	All relevant external gates are secured and locked	
2	All relevant internal gates are secured and locked	
3	Storage sheds are locked	
4	Check play surfacing, sweep if necessary	
5	Pick up litter	
6	Check drain holes are clear and covered with grill	
7	Check outdoor furniture is safe	
8	Remove any broken/unsafe outdoor toys and equipment	
9	Check the outdoor surface is safe	
10	Ensure all equipment is stored safely	
INDOOR ENVIRONMENT		
1	Check toilets and sinks are clean and there is sufficient toilet paper and soap	
2	Check indoor furniture and equipment is safe	
3	Check the snack table is clean and that the children have access to fresh water	
4	Unlock any fire doors to the outside area	
5	Place chairs out around tables and check for damage	
6	Check classroom floor	

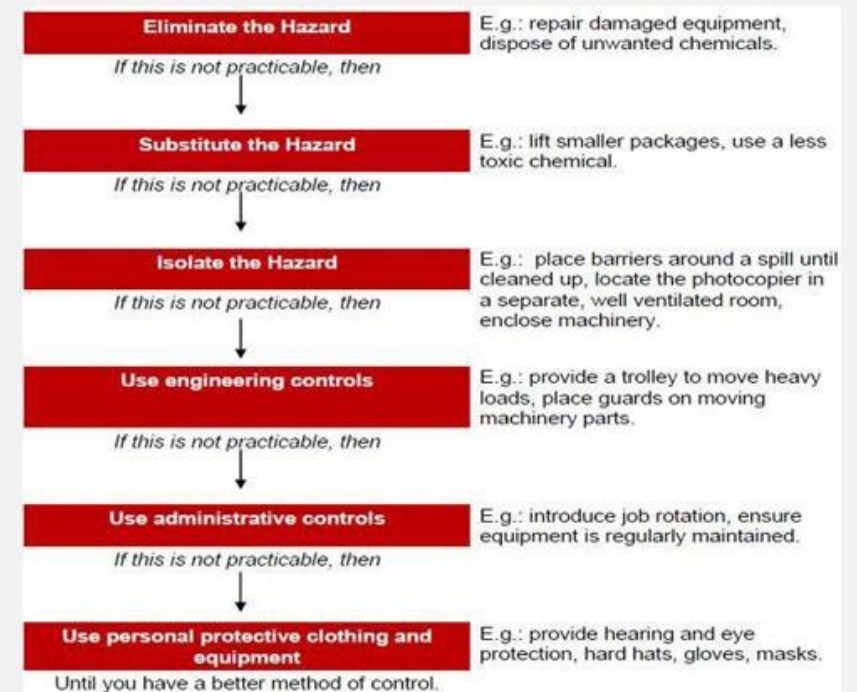
Risk Matrix						
Likelihood	Consequence					
		Insignificant	Minor	Moderate	Major	Extreme
	Almost certain	Moderate	Moderate	High	High	High
	Likely	Moderate	Moderate	Moderate	High	High
	Possible	Low	Moderate	Moderate	High	High
	Unlikely	Low	Low	Moderate	Moderate	High
	Rare	Low	Low	Low	Moderate	High

Once the post-control risk rating has been calculated it will be imperative that appropriate actions and controls are implemented.

High = Intolerable requires further controls to bring it to an acceptable level before it can proceed.

Moderate = Tolerable with enhanced supervision

Low = Tolerable activity can go ahead with limited supervision



Benefit Risk Assessment: Indoor Activities

Prepared by: *Jo Porter & Vicki Buckland*

Activity/Hazard	Benefit	Risks	Verbal Reminders	Pre-Control Risk Assessment (use Matrix)			Elimination/ Control methods C	Who/When	Post-Control Risk Assessment (use Matrix)		
				L	C	RR			L	C	RR
Malleable activities	Physical development as well as motor skills practice	Possible allergic reactions to materials Consumption of materials	<i>We can roll and cut this up to make a</i>	possible	minor	MODERATE	Check all information on allergies and avoid allergens. Make sure all other materials are sensitive and are diluted according to the instructions. Children follow the no consumption rule in this area.	Staff and parents Daily	Unlikely	Minor	Low
Toy boxes	Add stimulus to play increasing vocabulary, interaction and communication	Falling toys, heavy boxes being moved unsafely, trapped fingers or drops on toes	<i>Be careful of your fingers and toes</i>	possible	moderate	HIGH	Ensure boxes and baskets are not overloaded. Provide low storage for boxes. Adults to oversee manual handling and model safe techniques.	Staff and children Daily	Unlikely	Minor	Low
Slips and trips		Children trip or slip on toys left on the floor	<i>You need to look where you are walking, tidy up what you are not playing with anymore</i>	possible	minor	MODERATE	Set expectations about how much can be out at any one time and encourage children to tidy up what they are no longer playing with to keep the environment safe. Any spills on floor to be mopped up straight away. Any objects on floor that could be a trip hazard to be picked up.	Staff and children Daily	Unlikely	Minor	Low

Scissors, hole punches	Promotes the children's motor skills and creative play	Children cut themselves or others	<p><i>We need to hold the scissors safely and walk with them</i></p> <p><i>We only use the hole punch for paper</i></p>	possible	minor	MODERATE	<p>Talk to the children about the use of scissors, e.g. for paper and card. The scissors must be used to cut.</p> <p>Make it clear to the children that you don't use the scissors to cut hair or each other's clothes. Model to the children how to use scissors and walk with them safely.</p> <p>Model how to use the hole punches.</p>	Staff and children Daily	Unlikely	Minor	Low
Open shelves	Encourage independence and self-selection of resources	Children climb the shelves or hang off it causing shelves to fall	<p><i>The shelves are for our things</i></p>	Unlikely	moderate	MODERATE	<p>Talk to the children about the open shelves and how to use them safely.</p> <p>Encourage the children to find an adult if a child is using the shelves incorrectly.</p>	Staff and children Daily	Unlikely	Minor	Low

Benefit Risk Assessment: Mud Kitchen and Digging Patch

Prepared by: *Jo Porter & Vicki Buckland*

Activity/Hazard	Benefit	Risks	Verbal Reminders	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Post-Control Risk Assessment (use Matrix)		
				L	C	R			L	C	RR
Contact with soil	Exposure to beneficial bacteria to build a healthy immune system Sensorial open-ended materials Normal childhood experience	Ingesting soil	<i>We use our hands to play with the mud</i>	unlikely	minor	LOW	Provide hand washing facilities during and after play Establish good handwashing routines. Children encouraged to follow a no consumption routine in this area	Staff at the beginning of each session	Unlikely	Minor	Low
Soil contamination	Children can be involved in checking the area before play creating a sense of ownership and raising awareness of potential hazards	Ingesting/ absorbing contaminated soil	<i>Tell the Teacher if we see something strange</i>	unlikely	minor	LOW	Soil should be checked for contaminants daily, before play This is part of the daily checklist Children follow the no consumption rule in this area. Not using manure or any chemicals on the quad or surrounding areas.	Staff Part of daily checklist	Unlikely	Minor	Low
Washing up hands	Children learn good hygiene practices	Wet areas Slips and trips	<i>We need to wash the mud off properly</i>	possible	moderate	HIGH	Provide washing facilities and at times of extreme mud, provide rinsing facilities outside. Staff to monitor floor areas for water and mop up when necessary.	Staff to monitor Daily	Unlikely	Minor	Low
Washing up utensils, equipment	Involving the children in the cleaning and tidying creates a sense of ownership Can help with fine and gross motor skills	Manual handling Moving pots and pans	<i>We need to pick everything up and put them away</i>	unlikely	minor	LOW	Ensure buckets and baskets are not overloaded. Provide low storage for pots and pans. Adults to oversee manual handling and model safe techniques.	Staff to monitor Daily	Unlikely	Minor	Low

Water	Adds a new dimension to the play, changing the states of materials so children can mix, tip, pour and stir to create potions, stews and soups Covers aspects of Maths, and Science	Drowning Flooding during prolonged or heavy rain	<i>We pour the water carefully</i>	rare	catastrophic	HIGH	Containers provided do not allow children to fall in. Teachers to supervise where large trugs are in use and do not fill deeply. Staff to monitor area during prolonged heavy rain	Staff to monitor Daily	Unlikely	Minor	Low
Water	As above	Stagnant water, consumption/absorption of contaminants	<i>Oh no we don't drink that water, it will make your tummy hurt!</i>	unlikely	moderate	MODERATE	Water containers are emptied at the end of each session/day so they do not go stagnant. Water containers are emptied regularly and check for contaminants. Children are encouraged to follow a no consumption routine in this area. Children are made aware of the hazards of stagnant water.	Staff to monitor Daily	Unlikely	Minor	Low
Using quading tools	Children develop safe handling skills; understand the purpose of quading tools.	Cuts/grazes from using tools Poking or eye injuries	<i>We need to dig up the potatoes for our soup</i>	possible	insignificant	LOW	School has a supply of mud suits and wellies. Parents are asked to supply coats that they do not mind getting muddy.	School Parents Weekly	Unlikely	Minor	Low
Gravel, pebbles, woodchip or other pieces of natural material	Fine and gross motor skills are developed when lifting, mixing, stirring and pouring The connection to nature	Choking	<i>I love mixing all the materials into my pot</i>	unlikely	moderate	MODERATE	Any children who are likely to explore putting things into their mouths are identified and given greater supervision in this area. Children encouraged to follow a no consumption rule in this area	Staff Daily	Unlikely	Minor	Low

<p>Using plants and other foraged natural materials</p>	<p>Connection to nature Creative stimulus Sensorial Open ended materials</p>	<p>Ingesting or absorption of poisonous plants Allergies</p>	<p><i>Can you use the leaves and twigs to make a magic potion?</i></p>	<p>unlikely</p>	<p>moderate</p>	<p>MODERATE</p>	<p>Raise the risk of eating plants Plants within the play area are chosen carefully.</p> <p>Adults to remove hazardous plants Children encouraged to follow a no consumption rule in this area.</p> <p>Children encouraged to wash their hands after play.</p>	<p>Staff Daily</p>	<p>Unlikely</p>	<p>Minor</p>	<p>Low</p>
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Benefit Risk Assessment: Climbing Equipment and Free-standing Play Equipment

Prepared by: *Jo Porter & Vicki Buckland*

Activity/Hazard	Benefit	Risks	Verbal Reminders	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Post-Control Risk Assessment (use Matrix)		
				L	C	R			L	C	RR
Crates and planks, cable reels, tree stumps	Children develop their motor skills and balance Creative play	Slips, trips or falls Knocks from falling or moving blocks	<i>Can you build a castle?</i>	possible	minor	MODERATE	<p>Children have a safety talk prior to using the equipment and agree how to use it safely. Daily reminders are given about assessing the risk in their play</p> <p>Weather conditions to be considered when accessing the equipment</p> <p>Area to be monitored to ensure surroundings are clear and surface is flat</p> <p>All equipment is checked regularly to look for damage.</p>	Staff and children Daily	Unlikely	Minor	Low

Benefit Risk Assessment: Wheeled Toys

Prepared by: *Jo Porter & Vicki Buckland*

Activity/Hazard	Benefit	Risks	Verbal Reminders	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Post-Control Risk Assessment (use Matrix)		
				L	C	R			L	C	RR
Riding on and being a passenger on the bikes	Physical development, spatial awareness, communication and social skills Part of creative play	Knocking other children, clothing trapped in moving parts, bikes tipping	<i>Make sure you are on the road!</i>	possible	minor	MODERATE	Involve children in safety talks about using the bikes in the quad area. Make sure children do not wear scarves in the quad to avoid tangling in wheels. Limit the number of wheeled toys in the quad at any one time and keep them to hard surface area to avoid muddy/slippy wheels. Ensure all wheeled toys are checked over regularly for damage and replaced when necessary.	Children and staff Daily	Unlikely	Minor	Low
Peddle Racer	Physical development, co-ordination Social and creative play	Knocking into other children, scooters tipping/sliding Clothing trapped in moving parts	<i>Make sure you are on the road!</i>	possible	minor	MODERATE	Involve children in safety talks about using the peddle racer in the quad area. Make sure children do not wear scarves in the quad to avoid tangling in wheels. Limit the number of wheeled toys in the quad at any one time and keep them to hard surface area to avoid muddy/slippy wheels. Ensure all wheeled toys are checked over regularly for damage and replaced when necessary.	Children and staff Daily	Unlikely	Minor	Low

Benefit Risk Assessment: Sand and Water

Prepared by: *Jo Porter & Vicki Buckland*

Activity/Hazard	Benefit	Risks	Verbal Reminders	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Post-Control Risk Assessment (use Matrix)		
				L	C	R			L	C	RR
Sand play	Sociable play, motor skills, creative play, language development	Sand flipping up into eyes	<i>We keep the sand in the sand pit Be careful when you dig</i>	unlikely	minor	LOW	Talk to the children about playing together in the sand and use the rhyme – ‘the sand stays down low or out you go’ Monitor the number of children playing in the sand pit and regulate if necessary.	Staff and children Daily	Unlikely	Minor	Low
Slipping on loose sand around the pit	Children benefit from playing in a large sand pit and connecting with the material	Children slip and injury themselves on loose sand surrounding the pit	<i>I have to climb out carefully and leave my toys in the sand pit</i>	possible	minor	MODERATE	Adult to model how to empty sand from wellies, into the sandpit. Adults to monitor and clear the build-up of sand around the pit. Sweep sand from the walls into the sandpit before the cover is placed over the sand.	Staff Daily	Unlikely	Minor	Low
Sand contamination	Children can be involved in checking the area before play creating a sense of ownership and raising awareness of potential hazards	Ingesting/ absorbing contaminated sand	<i>Tell the Teacher if we see something strange</i>	unlikely	minor	LOW	The cover needs to be in place at the end of each day. Adults to remove the cover and check for any contamination. Area around the sandpit to be checked each day for any contamination, rubbish blown in, animal droppings etc.	Staff Daily	Unlikely	Minor	Low
Sand and water	Sociable play, motor skills, creative play, language development Science and Mathematical development.	Water or sand splashed into eyes, consumption of materials	Keep the sand down low	possible	minor	MODERATE	Involve the children in setting the safety rules in these areas.	Staff and children Daily	Unlikely	Minor	Low

Water tray play	Science exploration on water movement, Maths capacity, motor skill development in filling and pouring	Children become wet and cold	<i>I love when the water spills over the top – it's like a volcano</i>	unlikely	minor	LOW	Staff to consider the temperature outside before placing water trays out. If children are playing at the water ensure cover-ups are available to use.	Staff and children Daily	Unlikely	Minor	Low
Water	As above	Water is dirty or contaminated	The water is dirty	unlikely	minor	LOW	All water trays to be emptied at the end of the session/day and refreshed with clean water each day. If children have transported soil/sand or other materials into the water then trays need to be washed before they are refreshed.	Staff and children Daily	Unlikely	Minor	Low
Water toys	Offer creativity in the water play, can facilitate Maths and Science talk and interactive play	Toys hold water and become mouldy or contaminated	I love the water mill it spins round and round when I pour the water here	unlikely	minor	LOW	Staff to ensure all water toys are drained and left to dry overnight – toys are periodically sterilized and checked for mould. Toys to be replaced when necessary.	Staff and children Daily	Unlikely	Minor	Low
Sprays/bubbles	Aiming skills Blowing Coordination	Bubble solution or spray in the eye	I love watching the bubbles go across the quad then they pop	possible	minor	MODERATE	Staff to involve children in assessing the risks of blowing bubbles or spraying water and look at how to do it safely. Staff to supervise use of bubbles.	Staff and children Daily	Unlikely	Minor	Low

Benefit Risk Assessment: Bug Hotel

Prepared by: *Jo Porter & Vicki Buckland*

Activity/Hazard	Benefit	Risks	Verbal Reminders	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Post-Control Risk Assessment (use Matrix)		
				L	C	R			L	C	RR
Leaves and sticks in bug hotel	The leaves and sticks encourage bugs for the children to explore	Bacteria and viruses, sharp sticks	<i>Look! A woodlouse in the leaves</i>	unlikely	minor	LOW	<p>Explain to the children that they must wash their hands after playing in the bug hotel. Do not put your hands in your mouth.</p> <p>Do not put the leaves and sticks in your mouth.</p> <p>Do not pick up the leaves and sticks and disturb the creature's home.</p>	Staff and children Daily	Unlikely	Minor	Low
Snails	The children get to explore the features of a snail and observe them exploring the bug hotel	E. coli	<i>A snail! Look at its shell and long foot</i>	unlikely	minor	LOW	<p>Give the children warning and tell them to keep their hands away from their mouth.</p> <p>Wash hands once finished with the activity.</p>	Staff and children Daily	Unlikely	Minor	Low
Beetles	The children get to experience different beetles and their features	Beetle jaws – sharp centipedes jaws	<i>I love this beetle. Look at all of the colours</i>	unlikely	minor	LOW	<p>Provide brushes to put creatures into bug boxes for viewing.</p> <p>Give warning about sharp jaws and clear instructions on handling and viewing.</p>	Staff and children Daily	Unlikely	Minor	Low

Benefit Risk Assessment: Construction Area

Prepared by: **Jo Porter & Vicki Buckland**

Activity/Hazard	Benefit	Risks	Verbal Reminders	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Post-Control Risk Assessment (use Matrix)		
				L	C	R			L	C	RR
Sticks	Gross motor skills, enhance children's imaginative play	Twigs in eyes	<i>Can you build a home for a bug with your sticks?</i>	Likely	Moderate	MODERATE	<p>Explain to the children that sticks need to be kept down low. The children will be provided with large open space to handle large sticks.</p> <p>The children will be reminded and encouraged to be aware of other children around them.</p>	Staff and children Daily	Unlikely	Minor	Low
Crates and cable reels	Gross motor skills, loose parts to enhance children's imaginative play	Crates and cable reels falling	<i>Move the crates and cables safely Use your eyes to look where you are going</i>	Likely	Moderate	MODERATE	<p>Explain to the children that heavier items go at the bottom to act as an anchor.</p> <p>Stack no more than 2 crates or cable reels on top of each other.</p>	Staff and children Daily	Unlikely	Minor	Low
Gravel, pebbles, woodchip, nuts and bolts other pieces of natural material	Fine and gross motor skills are developed The connection to nature The opportunity to use imagination using loose parts	Choking	<i>We use the pebbles to make magic potions We put them back in the pebble pot</i>	unlikely	moderate	MODERATE	<p>Any children who are likely to explore putting things into their mouths are identified and given greater supervision in this area.</p> <p>Children encouraged to follow a no consumption rule in this area Model to the children how to use the nuts and bolts safely.</p>	Staff Daily	Unlikely	Minor	Low

Benefit Risk Assessment: Stage Area

Prepared by: **Jo Porter & Vicki Buckland**

Activity/Hazard	Benefit	Risks	Verbal Reminders	Risk Assessment (use Matrix)			Elimination/ Control methods	Who/When	Post-Control Risk Assessment (use Matrix)		
				L	C	R			L	C	RR
Stage area	The children develop social skills, creative skills and communication and language	The children fall of the stage or trip on the low-level stage	<i>Remember there should only be 5 children on the stage Mind the edges Be careful of the step</i>	Possible	Minor	MODERATE	Make the children aware of the raised stage and to walk at all times. Show the children where the stage stops and talk to them about what will happen if they are not paying attention.	Staff and children Daily	Unlikely	Minor	Low
Musical instruments	The children develop the creative skills and communication and language	The children trap fingers in different parts of the instruments	<i>What can you hear?</i>	Possible	Minor	LOW	Show the children how to use each instrument correctly and safely. Encourage the children to show each other how to use the instruments correctly.	Staff and children Daily	Unlikely	Minor	Low

