Coronavirus lockdown > open up checklist – use with the DfE EY Planning Toolkit

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| **DfE guidance checklist:**Area to action ahead of ‘re-opening’ to a wider child intake ………………………………. | Relevant  done |
| Refresh your risk assessment in light of government advise and C19 including health and safety compliance checks –see details below. How will these be displayed around the setting? Include the action if a member of staff/ child falls ill. Do you need more PPE supplies [gloves]? How to ensure supported and frequent handwashing with soap and running water. Will there be a supply of cleaning equipment safely stored and available for each group? How will you ensure access to water to drink? |  |
| Actions: |  |
| Look at the rooms and numbers of children that will/ could be in your settings [and staffing availability] to plan for group ‘bubbles’ using child:adult ratio, organisation routines and talk to staff/parents about their thoughts and concerns. How will you communicate this to parents?  |  |
| Actions: *see letter in planning guidance* |  |
| Decide content and timing of staff communication(s) including if bringing staff in in advance of pupils returning is necessary. What training is necessary for altered policies and procedures?Consider options if necessary staffing levels can’t be maintained (including leaders and key staff like designated safeguarding leads and P first aid trained staff). |  |
| Actions: |  |
| How will you accommodate the vulnerable and critical worker children that have been attending alongside the newer arrivals – how will this be communicated? |  |
| Actions: |  |
| Agree what returning support is available for vulnerable and/or disadvantaged children (including any with dual-attendance) and put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families and other agencies and engage with partners who will help to provide that support, for example, local authorities. |  |
| Actions: |  |
| Agree what safeguarding provision is needed to support returning children (e.g.new concerns, refresh staffs understanding of acting on concerns, ensuring you have all relevant/ accurate info for each child [incl emergency contacts- non-shielding], being mindful of staff well-being and process for acting on concerns about staff behaviour and potential risks to children, children at home [esp. vulnerable/ shielding] and process for parent- key person communication and consider any necessary changes and referrals as more children return). Check for revised protocols from your LSCP and update safeguarding policy if necessary. <https://solihulllscp.co.uk/latest/news/newsletters-4/lscp-newsletter-74>  |  |
| Actions: |  |
| Update behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to school staff, students and parents  |  |
| Actions: |  |
| What other policies/ contracts need amending –consider visitors, contractors, pre-organised events, enhanced cleaning schedule. Source visuals to remind adults and children to wash hands regularly, tissue hygiene, etc Will each child have a bag of mark makers/ tools? |  |
| Actions:  |  |
| Work with your catering supplier to ensure meals are available - will you need to change routines [if children usually share spoons to dish up you will want to alter this] |  |
| Actions: |  |
| Think about your curriculum priorities – your intent for the early weeks and later weeks…..your best endeavours to provide the EYFS learning requirements? How about support for PSE/ well-being/ characteristics of learning/ worries about family members they are seeing less? How will you support practitioners that are with an age group they are less familiar with? |  |
| Actions: *read FAQ above* |  |
| **Reduce mixing within education or childcare setting by:**•accessing rooms directly from outside where possible |  |
| Actions: |  |
| •considering one-way circulation/ staggered breaks and ways to limit contact in shared corridors |  |
| Actions: |  |
| •staggering lunch breaks - children should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their rooms |  |
| Actions: |  |
| •ensuring that toilets do not become crowded by limiting the number of children who use the toilet facilities at one time and help is available for children to wash their hands |  |
| Actions: |  |
| •noting that younger children need additional support to follow these measures (for example social stories and songs to support them in understanding how to follow rules)-curriculum |  |
| Actions: |  |
| •consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing and try to keep staff / key persons consistently with that group |  |
| Actions:  |  |
| •ensure that wherever possible children use the same room/area of a setting throughout the day, with the same staff and thorough cleaning of rooms and resources at the end of the day |  |
| Actions: |  |
| •tell parents that only one parent should attend. How will they pass on crucial information? ICT? Parents may need support – early help is crucial for children who have been in less advantaged circumstances. |  |
| Actions: |  |
| •tell parents (and children) their allocated drop off and collection times/ location and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) |  |
| Actions: |  |
| •make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) |  |
| Actions: |  |
| •ensure parents are aware of recommendations on transport to and from the childcare setting |  |
| Actions: |  |
| **Use outside space:**•as much as possible and let the outside in by keeping windows and doors open [safely- so head bumps and egress limited] |  |
| Actions: |  |
| •Outdoor equipment should be appropriately cleaned between groups of children using it, and multiple groups should not use it simultaneously. Read <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>  |  |
| Actions: |  |
| **For shared rooms:**•use shared areas for lunch and exercise at half capacity. If groups take staggered breaks between sessions, these areas can be shared as long as different groups do not mix (or play sports or games together) and adequate cleaning between groups is in place.  |  |
| Actions: |  |
| •stagger the use of staff rooms and offices to limit occupancy |  |
| Actions: |  |
| **Reduce the use of shared resources:**•by limiting the amount of shared resources that are taken home and limit exchange of resources brought from home |  |
| Actions: |  |
| •by seeking to prevent the sharing of equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently |  |
| Actions |  |
| •consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously |  |
| Actions: |  |
| •remove unnecessary items from rooms and other learning environments where there is space to store it elsewhere such as indoor sand pits, shared dough, soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) |  |
| Actions: |  |
| • practical lessons can go ahead if equipment can be cleaned thoroughly and the learning environment is occupied by the same children in one day, or properly cleaned between cohorts |  |
| Actions: |  |
| **Adjust transport arrangements where necessary including**:•encouraging parents and children to walk or cycle to their education setting where possible |  |
| Actions: |  |
| • follow the government guidance on how to travel safely when planning their travel, particularly if public transport is required |  |
| Actions: |  |
| **Further actions – see ideas ‘resources’** on [www.solgrid.org.uk/eyc](http://www.solgrid.org.uk/eyc)Eg completing LA data returns – opening & attendance statusLiaise with complementary settings – eg where you provider wrap around or after school careHow will you store and share ‘products’ made in the setting –such as pictures for home?Lidded/ pedal bins for safe tissue disposal, nappy safety [as numbers increase]When will you have the first fire drill – to practice safety arrangements?How will you share information with those still at home? |  |
| Actions: |  |

This is part of a longer check-list from <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

 <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england>

<https://foundationyears.org.uk/category/news/>- watch the foundation years vodcasts and those on Famly.