Wider opening to more children checklist – use with the [DfE EY Guidance](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures)

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| **DfE guidance checklist:**  Area to action ahead of ‘re-opening’ to a wider child intake and updated small group guidance ……… | Relevant    done |
| Refresh your [risk assessment](https://www.hse.gov.uk/coronavirus/working-safely/risk-assessment.htm) in light of [government advise](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures) and Cv19 including health and safety compliance checks –see details below. How will these be displayed around the setting and kept active? 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 and the systems of control [protective measures]. Will there be a supply of cleaning equipment safely stored and available for each group? How will you ensure access to water to drink? What are your plans for a local lockdown/ positive infection test and trace result? |  |
| Actions: |  |
| Suggest you review the [EYFS statutory requirements](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications) to refresh compliance |  |
| Actions: |  |
| How will you manage a local lockdown or outbreak in the setting? See solgrid guide  Communication with parents/ [curriculum continuity](https://www.gov.uk/guidance/help-children-aged-2-to-4-to-learn-at-home-during-coronavirus-covid-19) whilst children are at home/ |  |
| Action: |  |
| Look at the rooms and numbers of children that will/ could be in your settings [and staffing availability] to plan for groups using child:adult ratio, organisation routines and talk to staff/parents about their thoughts and concerns. How will you communicate this to parents? The smaller the group and the fewer contacts the lower risk of large scale isolation within the setting. |  |
| Actions: |  |
| What training is necessary for altered policies and procedures? Eg Managing a child/ staff member who displays signs of Cv19? Who will need to be aware of these- parents, caretaker etc?  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: |  |
| Are there aspects of work that will need further promotion to ensure children are kept safe and well- additional parent support, promoting early educational entitlement, immunisation, health visitor ages and stages checks, re-starting speech and language support as appropriate?…etc |  |
| 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: |  |
| How will you ensure staff well-being – including senior leads? How will you governance arrangements support on-going review and communication with the setting community? Performance management arrangements? |  |
| 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 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. Do staff know where and how to seek and signpost support to aid child and parents well-being? |  |
| Actions: |  |
| What other policies/ contracts need amending –consider visitors, transition, new parents visits, contractors, pre-organised events, enhanced cleaning schedule and staff use of public transport and social distancing outside work and during the day? How will you work with complementary providers- where dual attendance has implications for policy/ information sharing? .. use of handwash and safe store of cleaning equipment and plastic gloves hazard |  |
| Actions: |  |
| Work with your catering supplier/ cook to ensure meals are available - will you need to change routines [if children usually share spoons to dish up you will alter this and need to support new routines]…are additional lunch time supervisors clear about safety measures? Snack times? |  |
| 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? DfE suggests a focus on the prime aspects for nursery- look at guidance on [www.solgrid.org.uk/eyc](http://www.solgrid.org.uk/eyc) for considerations. |  |
| Actions: |  |
| **Reduce mixing within education or childcare setting by:**  •accessing rooms directly from outside where possible  •considering one-way circulation/ staggered breaks and ways to limit contact in shared corridors ..*where are the places where more adults pass and that may be squeeze points?* |  |
| 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 could 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. They cannot socially distance and so what additional support can be in place to organise and structure learning experiences and minimise risk but not scare? [see [solgrid](http://www.solgrid.org.uk/eyc/resources/)] |  |
| 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 –outside, shared spaces, and shared resource measures |  |
| 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: |  |
| •Reduce adult to adult contact – you might tell [parents](https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term) that only one parent should attend. How will they pass on crucial information? ICT use to aid information sharing? Parents may need support – early help is crucial for children who have been in less advantaged circumstances. How will you avoid large groups of adults congregating indoors? How will you communicate expectations? [for all parents- EAL/ those who may not be able to access written material?] |  |
| Actions: |  |
| •liaise with parents (and children) for staggered 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 [do you have a safe mask disposal bin to avoid littering?] |  |
| 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 and avoid multiple groups using it simultaneously. Read <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings> -[Learning Through Landscapes](https://www.ltl.org.uk/school-grounds-hygiene-and-cleaning-advice/) also has guidance |  |
| Actions: |  |
| **For shared rooms:**  •how can you timetable the use of shared spaces to avoid groups mixing where possible |  |
| 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 [eg clean and store between uses] |  |
| Actions: |  |
| •You may want to 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: |  |
| • consider the activities which may increase risk and how to minimise this–eg singing, musical instruments, triggers for children who may spit/ bite and managing these |  |
| Actions: |  |
| **Adjust transport arrangements where necessary including**:  •encouraging parents and children to walk or cycle to their education setting where possible  • follow the government guidance on how to travel safely when planning their travel, particularly if public transport is required [staff and families and childminders] |  |
| Actions: |  |
| **Further actions – see ideas ‘resources’** on [www.solgrid.org.uk/eyc](http://www.solgrid.org.uk/eyc)  When will you have the first fire drill – to practice safety arrangements?  How will you share information with those still at home?  If you are in an [Ofsted](https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update) category that may result in a visit- how will you manage this?  How will you manage finances and advertise for future intakes? |  |
| Actions: |  |

Date completed: …………………………………………………………. Date for review: …………………………………. ⌂reviewed by\_\_\_\_