**Considerations for COVID- Secure-Provision**

**Full guidance:**

 [https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak](https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak)

<https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak>

*You will need to read the full guidance whilst planning your care. This list is a quick reference checklist summary. For EYFS use the relevant guidance for early years.*

**Support for provision to aid risk assessment as you reassure children, parents and practitioners that your provision is a safe place to be**

[**System of controls**](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures) **[protective measures]:**

**Prevention**

* minimising contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does or have been advised by NHS Test & Trace to self-isolate, do not attend your setting
* cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
* ensuring good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
* cleaning frequently touched surfaces more often than usual using standard products, such as detergents and bleach [also see Solgrid FAQ]
* minimizing contact and mixing by altering, as much as possible, the environment (such as layout) and timetables (such as allowing for sufficient changeover time to clean the area between different classes or groups of children and ensuring areas do not become overcrowded) Where possible all spaces should also be well ventilated using natural ventilation (opening windows). Keep groups and staffing of groups as consistent as possible. How will you monitor contacts to minimize infection spread in the case of a positive test?

**Key Questions:**

How can you reduce the extent to which children/ staff are mixing with others?

What measures need to be considered, if you cannot maintain social distancing?

What healthy and safety factors need to be reviewed and refreshed?

What additional meetings or training will staff need to implement plans and new safety measures? This may include safe use of PPE – to worn when appropriate to do so & outbreak management – what to do if a child is ill/ an outbreak is reported.

What are the signs and symptoms to be aware of? (These include fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting and diarrhea)

(Remember symptoms may appear **2-14 days after exposure** **to the virus.** People with these symptoms may have COVID-19) <https://coronavirusresources.phe.gov.uk/>

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| **Review and reflection on** [**health, safety and risks assessments**](https://www.hse.gov.uk/coronavirus/working-safely/index.htm) | **Key actions and notes** |
| How will safety measures be shared? (Displays, newsletter, website and text updates) |  |
| How will you communicate your safety policies and procedures? (Using signs, posters and regular reminders to build awareness of good handwashing techniques, the need to increase handwashing frequency, avoid touching your face, and to cough or sneeze into your arm rather than your hand) |  |
| How will [illness](https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/get-an-antigen-test-to-check-if-you-have-coronavirus/)/ [shielding](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19) and self-isolation be managed? (Contingency plan- staffing to cover & ratios / first aid and safeguarding requirements if bubbles or staff need to self-isolate?) |  |
| What [action](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures) will be taken if a member of staff/ child falls ill? (Separation from others, contact details up to date, contact details for children working within close contact or bubbles-for track & trace .) | [System of control: response to infection](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures) |
| Do you have sufficient PPE supplies [gloves]? (Storage of additional supplies/ sourcing appropriate PPE.) |  |
| How will frequent handwashing with soap and running water be supported? (Planned opportunities, effective techniques and modelling plus providing hand sanitiser in multiple locations.) NB hand sanitiser [alcohol] safety |  |
| **Organisation- routines, rotas and rules** |  |
| How are the rooms and numbers of children planned? (Available spaces and access to additional rooms/use of outdoor spaces – suggest number in group less than 15) |  |
| How are groups going to be organised? (grouping to avoid older [11y/o+] and younger children mixing and reduce children’s/ staff contacts as far as possible.) |  |
| How will you maintain relationships and communicate with parents? (Staggered collection and drop off, text message updates, reduced contact beyond the setting- for example attending other clubs.) |  |
| How will visitors be organised? (Essential contractor and multi-agencies) How can non-essential visitors, be reduced and managed? |  |
| How will you avoid groups mixing in shared spaces? If you are using a shared space how can you ensure children [and staff] and other users do not mix? |  |
| How will cleaning be scheduled keeping facilities and equipment clean? (Touch points e.g. handrails and gates should be particular areas of focus for increased cleaning, waste facilities and rubbish collection.) |  |
| How will toileting facilities be managed? (eg Disposable paper towels in handwashing facilities, clear use and cleaning guidance for toilets to ensure they are kept clean and social distancing is achieved if possible.) |  |
| How will sharing of resources be reduced and children’s belonging organised? How will you limit the amount of shared resources that are taken home and the exchange of resources brought from home?What unnecessary items from rooms and other learning environments can be removed? (Sand pits, shared dough, soft furnishings, soft toys and toys that are hard to clean -such as those with intricate parts) |  |
| How will meal times work? (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. Consider catering services safe distancing’, reduced large group gatherings and table organisation for distance.) |  |
| Other considerations:[*Guidance for providers of outdoor facilities on the phased return of sport and recreation*](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/guidance-for-providers-of-outdoor-facilities-on-the-phased-return-of-sport-and-recreation)*.*  |  |

Further support: <https://outofschoolalliance.co.uk/coronavirus-update>