# **Coronavirus (COVID-19): Early Years Health and safety risk assessment checklist**

**Name of setting:**

This is a risk assessment to reflect the changes required to the setting during the period of high infection rates. The checklist outlines the system of controls identified by the government to be put in place to reduce the risk of transmission of the virus and inherently make our settings a safe environment.

Where other separate health and safety procedures and written documents have already been produced (e.g. specific risk assessments currently in place and setting policies), these can simply be referenced and updated in the checklist. There is no need or requirement for procedures to be recorded again in this document.

**The checklist needs to be completed by the Senior Leadership Team (SLT) and sections can be delegated to other staff where appropriate**.it needs to consider all aspects of the early years and childcare environment and staff/children.

# *This checklist has been produced as a guide. We do not expect you to re-write an existing risk assessment. A* [*written assessment*](https://www.hse.gov.uk/coronavirus/working-safely/risk-assessment.htm) *is required where 5 or more people are employed. Settings may want to refresh their* System of Controls in light of the high occurrence of outbreaks in Solihull and the increasing numbers of settings needing to isolate bubbles. Leads should consider whether their control measures are consistently applied or if bad habits are forming. This is especially important when considering staff contact –staff should not come together for meetings or in common rooms for lunch for example. If the senior leadership team meet and work closely together there is a higher risk of the whole SLT needing to isolate.

The controls have been grouped into what measures settings must put in place following the government guidance, with an additional group for other health and safety considerations. More details of the groups are below and the sections have been bookmarked (hover over section, press Control + Click) to help navigate through the checklist:

**Risk Rating:**

Each questionof the checklist will need to be rated using the table below and appropriate action will need to be undertaken. The action plan at the bottom of the checklist will need to be completed for additional measures that are required.

|  |  |  |  |
| --- | --- | --- | --- |
| **RAG Rating** | **HIGH** | **MEDIUM** | **LOW** |
| **Definition** | Not in place at all. | In place but not embedded; not everyone aware of it; evidence of effectiveness not known | Robustly in place; clear evidence of impact |

**PREVENTION**

1. **Minimise contact with individuals who become symptomatic of COVID-19**

| **What is the hazard?** | **What considerations are required? *(Please note – items in italics are examples… adapt and make site specific, where appropriate***  | **Control measures** | **Risk level** | **Date completed:** |
| --- | --- | --- | --- | --- |
| **HIGH** |
| **MEDIUM** |
| **LOW** |
| Children, parents or practitioners who become symptomatic of Covid-19**A high temperature- fever 37.8**This means they feel hot to touch on their chest or back (you do not need to measure their temperature) **A new, continuous cough**This means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if they usually have a cough, it may be worse than usual) **A loss of, or change in, your normal sense of taste or smell** | * *What have you put in place? Training? Policy? How do you know everyone will act appropriately? How are you keeping this fresh in people’s minds?*
* *Do you know who to contact if a confirmed case is reported –do other staff?*
 |  |  |  |
| Children, young people, parents, carers, visitors, suppliers to be informed not to enter the school if displaying any symptoms of Coronavirus (COVID-19). | * *What reminds the setting community?*
 |  |  |  |
| A process to send staff, children and others home if they develop Coronavirus (COVID-19) symptoms including what action they need to take. | * *Refer to Government guidance.*
* *Are all leads and staff aware of process? Do parents know?*
 |  |  |  |
| Provide a room or space where social distance can be maintained for children experiencing Coronavirus (COVID-19) symptoms where they can wait until being collected. Ventilate the room where possible by opening a window. If possible provide a separate bathroom and ensure it is cleaned and disinfected after use.  | * *Look at criteria in guidance and identify suitable room if possible.*
* *Cleaner or other trained staff to clean area after use following the* [*COVID-19: cleaning of non-healthcare settings guidance*](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)*…who? Process?*
* *PPE to be used by staff if a 2 metre distance cannot be maintained. How do you ensure staff know it’s available and it is replenished as necessary?*
 |  |  |  |

# **2) Cleaning hands more often than usual**

| **Risk controls to be put in place** | **How will this be achieved:** ***(Please note – items in italics are examples… adapt and make site specific, where appropriate*** | **Considering your controls what stage are you at? (record risk level)** | **Assigned to:** | **Date completed:** |
| --- | --- | --- | --- | --- |
| **HIGH** |
| **MEDIUM** |
| **LOW** |
| Ensure the following have been to communicated to children, staff, visitors etc. :- - The importance of good hand hygiene. - Hands are cleaned on arrival at the setting, before and after eating, after using toilet blocks and after sneezing or coughing. | * *How is this communicated?*
* *How are children made aware? How are staff reminded? What do you expect of visitors? How are hand sanitisers safely used and supervised?*
 |  |  |  |
| Children clean their hands regularly, including when they arrive, return from outside or using equipment/ resources which are shared, change rooms and before and after eating. | * *What is your procedure for additional measures- including hand washing?*
* *When is handwashing problematic and how will children’s hands be cleaned/ sanitised to minimise risk? For example; walks to a park, outside..*
 |  |  |  |
| Ensure sufficient procurement of soap, hand sanitising gel, moisturising supplies are in place. | * *How is resource management organised to ensure sufficient supplies?*
 |  |  |  |
| Make sure help is available to children and young people who have trouble cleaning their hands independently. | * *What is your process for children who may not be able to effectively wash their own hands thoroughly and independently?*
 |  |  |  |
| Promote to staff and parents the importance of washing clothes following a day in an educational or childcare setting. | * *How will you ensure staff do what they can to minimise infection - consider use of public transport ?*
 |  |  |  |

# **3)** **Ensure good respiratory hygiene**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Risk controls to be put in place** | **How will this be achieved:** ***(Please note – items in italics are examples… adapt and make site specific, where appropriate*** | **Considering your controls what stage are you at? (record risk level)** | **Assigned to:** | **Date completed:** |
| HIGH |
| MEDIUM |
| LOW |
| Ensure the following have been to communicated to children, staff, visitors:- - Use a tissue or elbow to cough or sneeze and use bins for tissue waste (‘catch it, bin it and kill it’).- Promote and encourage not to touch mouth, eyes and nose.- Raise awareness of the Flu Vaccine. | * *How will you support children [and adults] to remember and apply these ‘rules’?*
* *How will you keep these messages fresh? For example; posters are no longer ‘seen’ if they remain the same for a long time?*
* *Procurement of tissues for classrooms, offices, staffroom etc.*
* *Encourage children/staff to bring their own for personal use*.
* *How can you raise awareness of the Flu Vaccine? Further information from* [*https://www.nhs.uk/conditions/vaccinations/child-flu-vaccine/*](https://www.nhs.uk/conditions/vaccinations/child-flu-vaccine/)
 |  |  |  |
| Put in place a procedure for bins for tissues so they are emptied throughout the day. | * *How will you ensure bins are changes frequently and safely?*
 |  |  |  |
| Where possible rooms to be kept well ventilated using natural ventilation (opening windows) or ventilation units. | * *How will you ensure ventilation – what about on wet/ colder days? How will you ensure this happens?*
* *Follow HSE advice on* [*the use of Air-Con and ventilation*](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm)
 |  |  |  |
| Identify doors which can be propped open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. | * *How will you promote, remind and check this happens safely?*
 |  |  |  |

# **4)** **Enhanced cleaning, including frequently touched surfaces often using standard product**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Risk controls to be put in place** | **How will this be achieved:** ***(Please note – items in italics are examples… adapt and make site specific, where appropriate*** | **Considering your controls what stage are you at? (record risk level)** | **Assigned to:** | **Date completed:** |
| **HIGH** |
| **MEDIUM** |
| **LOW** |
| Surfaces that children and adults are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches and bannisters are cleaned more regularly.  | * *How will you ensure children’s [and adults] safety?*
* *Make relevant staff aware of* [*COVID-19: cleaning of non-healthcare settings guidance.*](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)
* *How will you train and refresh staff knowledge?*
* *Follow guidance for cleaning in education and child care settings:*
* *Have you a need to amend your policies- and inform / remind staff?*
* *How will you manage soft furnishing, toys and resources that are shared but not easy to clean? What about resources from home? How will organise sensory and sometimes messy experience? What will you put in place to minimise risks?*
 |  |  |  |
| Sufficient procurement of cleaning supplies and COSHH risk assessments have been completed for any new products. | * *How will you stocktake and replenish supplies?*
* *How will you check and assess risks for hazardous products and prevent them being mixed?*
 |  |  |  |
| Outdoor play equipment and outdoor play resources are appropriately cleaned between groups of children and young people.  | * *How will outdoor play equipment be managed and cleaned in between groups of children?*
* *How will it be timetabled and risks minimised?*
 |  |  |  |

# **5)** **Minimise contact between individuals and maintain social distancing wherever possible**

| **Risk controls to be put in place** | **How will this be achieved:** ***(Please note – items in italics are examples… adapt and make site specific, where appropriate*** | **Considering your controls what stage are you at? (record risk level)** | **Assigned to:** | **Date completed:** |
| --- | --- | --- | --- | --- |
| **HIGH** |
| **MEDIUM** |
| **LOW** |
| Create groups (‘bubbles’) | * *How have you created groups to minimise the spread of infection? How have you reduced the contact with different children and adults? How will you manage children that attend complementary settings such as wrap around care/ holiday clubs/ after school care? Do you have staff bubbles –eg to split leadership contact in case one SLT member is ill they don’t infect all SLT team? Lunch time arrangements?*
 |  |  |  |
| Separate groups (bubbles) and maintain social distance between individuals. | * *Have you altered access to areas or one way systems to prevent mixing? Have you restricted movement around the setting?*
* *Groups (bubbles) sharing a common area such as outdoor and lunch rooms at the same time- how are you managing this? Timetable created to allow time for common area to be cleaned (frequently touched surfaces) before another group (bubble) uses the area.*
* *How have you altered your behaviour policy*
* *Staff meetings and training sessions to be virtual where possible to reduce the possibility for mass staff isolation*
* *How will you ensure absence, holiday leave, PFA cover and ratios are kept and bubbles maintained as much as possible- how will you plan ahead?*
 |  |  |  |
| Try and keep distance in the rooms | * *Where possible adults to keep 2 metres distance? How will you remind and enforce this?*
* *How will you keep adult to adult contact minimal and avoid unnecessary contact with children – but maintain professional love and care?*
 |  |  |  |
| Maximise space around the setting by removing any unnecessary items.  | * *Consideration of storage, clutter, unnecessary resources, and use of resources by different children/ groups?*
* *Information sent to parents about children to bring essential items only e.g. coats, lunch boxes, bags etc… How will you manage transition objects?*
 |  |  |  |
| Ensure measures in place to avoid large gatherings | * *How have you analysed and adjusted times when gathering are larger- toilets before lunch, parent drop off, etc and managed these*
 |  |  |  |
| Consider how children and arrive and leave  | * *How will you manage drop off and pick ups? What additional considerations need to be made to support the well-being of very young children?*
* *What will be your approach to parents/ carers use of masks?*
* *Do you need to alter the spaces used?*
* *How can you keep the distancing messages fresh and consistently applied for all that drop and collect?*
* *How will you manage the new starters and their carers to ensure safety, well- being but maintain distance?*
 |  |  |  |
| Communicate 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).  | * *How will you reinforce this –and thank parents for their consideration?*
 |  |  |  |
| Reduce the use of shared resources between children and staff. | * *How will you manage the safe use of resources?*
* *Within a ‘bubble’ / shared between bubbles/ used by staff/ shared with parents?*
* *Books, games and other resources that can easily and regularly cleaned can be shared within the same group (bubble)*
* *Resources shared between groups (bubbles) cleaned frequently. Rotation of items allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between uses by different groups (bubbles). Same principles to apply for shared resources taking home by a child.*
 |  |  |  |
| Review procedures for children who are upset | * *Behaviour support policy and child well-being- will you need to adjust any procedures? Will any children need special consideration? How will you work with parents to support this?*
 |  |  |  |
| Ensure specific plans are in place for SEND children. | * *How will reviews for children on education health and care (EHC) plans take place? How will you risk assess attendance with parents and be aware of pupils needs?*
 |  |  |  |

# **6) Where necessary, wear appropriate** **personal protective equipment (PPE) & Face Coverings**

| **Risk controls to be put in place** | **How will this be achieved:** ***(Please note – items in italics are examples. and will need further adaptation for your setting)*** | **Considering your controls what stage are you at? (record risk level)** | **Assigned to:** | **Date completed:** |
| --- | --- | --- | --- | --- |
| **HIGH** |
| **MEDIUM** |
| **LOW** |
| Adequate Personal Protective Equipment (PPE) is in place for the care of children where their care already involves the use of PPE due to intimate care needs. Also, if a child, young person or other learner becomes unwell with symptoms of Coronavirus (COVID-19) while in the setting and needs direct personal care (2 metres distance cannot be maintained) until they can return home. Also consider eye protection if risk of splashing to the eyes, for example from coughing, spitting, or vomiting.  | * *Refer to guidance of what PPE is required for intimate care* [*https://www.solgrid.org.uk/education/education-improvement/health-and-wellbeing/medicines/intimate-care/*](https://www.solgrid.org.uk/education/education-improvement/health-and-wellbeing/medicines/intimate-care/)*.*
* *Ensure appropriate PPE stock is available as per DFE implementing protective measures in education and childcare settings e.g. fluid-resistant surgical face mask, if a distance of 2 metres cannot be maintained, disposable gloves, a disposable apron, eye protection.*
 |  |  |  |
| Review first aid needs assessment and update to ensure sufficient equipment and PPE supplies are available for first aiders and staff caring for a child with symptoms of Coronavirus (COVID-19). | * *Will you need to adjust any first aid arrangements? Paediatric first aid trained staff always available?*
 |  |  |  |

**Response to any infection**

# **7) Engage with the NHS Test and Trace process**

| **Risk controls to be put in place** | **How will this be achieved:** ***(Please note – items in italics are examples. adapt where appropriate*** | **Considering your controls what stage are you at? (record risk level)** | **Assigned to:** | **Date completed:** |
| --- | --- | --- | --- | --- |
| **HIGH** |
| **MEDIUM** |
| **LOW** |
| Ensure all staff, parents/carers understand the NHS Test and Trace system | * *How will you make staff/ parents aware of testing and track and trace? If you report a positive case you will need to know contacts of the infected person, test information, day of symptoms/ test, family context, other settings shared by a child, your risk assessment process and measures you have in place etc*
* *When key staff are not at work do you have someone to deputise with relevant knowledge of processes?*
 |  |  |  |
| *Understand how to contact the local Public Health England health protection team* | * *SLT know contact details for Public Health department at Solihull Council:* ***0121 704 6892*** *or email* *contacttracing@solihull.gov.uk**.*
 |  |  |  |

# **8) Manage confirmed cases of coronavirus (COVID-19) (COVID-19) amongst the school community**

| **Risk controls to be put in place** | **How will this be achieved:** ***(Please note – items in italics are examples. you will need to adapt and make site specific, where appropriate*** | **Considering your controls what stage are you at? (record risk level)** | **Assigned to:** | **Date completed:** |
| --- | --- | --- | --- | --- |
| **HIGH** |
| **MEDIUM** |
| **LOW** |
| Ensure immediate action is taking when aware that someone who has attended the setting that has tested positive for coronavirus (COVID-19). | * *Report cases to Public Health England using the online reporting system:* [*https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2I*](https://surveys.phe.org.uk/TakeSurvey.aspx?SurveyID=n4KL97m2I) *Or by telephone:* ***0344 225 3560 (opt 0 opt 2)***
* *For advice and support contact the Public Health department at Solihull Council:* ***0121 704 6892*** *or email* *contacttracing@solihull.gov.uk**.*
* *DfE may also be contacted office staff have a process to follow if contacted by the NHS Test and Trace team- to ensure contacts and visitors are accurately recorded?*
* *Implement actions instructed by the local health protection team following their investigation.*
 |  |  |  |

# **9) Contain any outbreak by following local health protection team advice**

| **Risk controls to be put in place** | **How will this be achieved:** ***(Please note – items in italics are examples…adapt and make site specific, where appropriate*** | **Considering your controls what stage are you at? (record risk level)** | **Assigned to:** | **Date completed:** |
| --- | --- | --- | --- | --- |
| **HIGH** |
| **MEDIUM** |
| **LOW** |
| Ensure process in place to work with the local health protection team to contain any outbreak | * *Revised processes when a suspected or confirmed case? PH Solihull first case and PH England more cases. Contact Ofsted to inform of* [*closures*](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures) *and* [*outbreaks*](https://www.gov.uk/guidance/report-a-serious-childcare-incident) *FIS- for closure information. Social workers notified if relevant children at home and EYSAT notified if they are working with SEND children*
 |  |  |  |
| Ensure contingency plans have been updated according to government guidance/ local and setting learning | * *Plans updated using the DFE guidance on local area outbreaks.*
* *Clear identification of roles and responsibilities- communicated how?*
* *What are your plans to keep in touch with families during a bubble isolation/ closure?*
 |  |  |  |

**Other Considerations**

# **10) School Workforce**

| **Risk controls to be put in place** | **How will this be achieved:** ***(Please note – items in italics are examples… adapt and make site specific, where appropriate*** | **Considering your controls what stage are you at? (record risk level)** | **Assigned to:** | **Date completed:** |
| --- | --- | --- | --- | --- |
| **HIGH** |
| **MEDIUM** |
| **LOW** |
| Government advice to be followed for staff identified as vulnerable or living with someone who is vulnerable | * *Complete return to work checklist for all staff returning to work.*
* *What is your supervision and staff communication process to identify risks and support well-being and system concerns?*
* *Furlough and bubble isolation –what is your process for staff returning or new staff?*
 |  |  |  |

# **11) Building management**

| **Risk controls to be put in place** | **How will this be achieved**: ***(Please note – items in italics are examples… adapt and make site specific, where appropriate*** | **Considering your controls what stage are you at? (record risk level)** | **Assigned to:** | **Date completed:** |
| --- | --- | --- | --- | --- |
| **HIGH** |
| **MEDIUM** |
| **LOW** |
| All building maintenance and Health and Safety compliance checks - on-going and after a closure | What do you need to put in place post closure and as you lockdown? |  |  |  |
| Review emergency evacuation plans and Personal Emergency Evacuation Plan (PEEP).  | * *Review your Emergency Evacuation Plans taking into account any changes to building layout, one way systems, groups (bubbles) that have been created etc…*
 |  |  |  |

# **12) Communication of plans, training, monitoring and reviewing plans**

| **Risk controls to be put in place**  | **How will this be achieved:** ***(Please note – items in italics are examples… adapt and make site specific, where appropriate*** | **Considering your controls what stage are you at? (record risk level)** | **Assigned to:** | **Date completed:** |
| --- | --- | --- | --- | --- |
| **HIGH** |
| **MEDIUM** |
| **LOW** |
| Consider any additional support or training needs for staff and children including re-induction to the childcare setting. | * *How will you review transition plans for staff and children? How will you evaluate your practice with staff and parents [and children]?*
 |  |  |  |
| EYFS – the setting meets health and safety requirements [disapplication, re-application of full EYFS] | * *How will you ensure the relevant childcare and EYFS requirements are fully met and you keep abreast of government regulations?*
 |  |  |  |
| Ensure any updates to procedures have been communicated early with contractors and suppliers Examples include cleaning, catering, food supplies and hygiene suppliers. | * *How will you ensure regular visitors keep up to date with guidance and best practice? For example Speech and Language therapists,, cleaners…*
 |  |  |  |
| Communicate to parents/carers/ visitors the measures in place to reduce the risk of transmission of the virus  | * *How will you publicise your plans and practice to market the setting and optimise occupancy? How will you support anxious parents and their children?*
 |  |  |  |
| Ensure arrangements are regularly monitored and reviewed  | * *Employees to raise concerns to SLT through VIRTUAL team meetings (standard item on agenda), emails and incident reporting procedure.*
* *Weekly floor walks completed by SLT to ensure measures are being followed.*
* *Any actioned identified are reviewed in SLT meeting and where appropriate shared with owners/ staff/ parents*
 |  |  |  |

# **13) Curriculum Specific**

| **Risk controls to be put in place** | **How will this be achieved:** ***(Please note – items in italics are examples…adapt and make site specific, where appropriate*** | **Considering your controls what stage are you at? (record risk level)** | **Assigned to:** | **Date completed:** |
| --- | --- | --- | --- | --- |
| **HIGH** |
| **MEDIUM** |
| **LOW** |
| Curriculum priorities and pedagogy | * *How will you prioritise your curriculum content as contexts alter?*
* *How will you adjust and balance the requirements of young children with covid guidance? For example; use of messy play, playdough, water play, singing…*
 |  |  |  |
| Education visits  | * *Trip risk assessment completed to include COVID-19 secure measures in place at the destination*
 |  |  |  |

**Action Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Number** | **High****Medium****Low** | **Action** | **Target completion date** | **Assigned to** | **Date Completed** |
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| --- |
| Name of Setting: |
| Signed: | Date: |
| SLT Member:  |
| Review date: |

# **Further Information**

|  |  |
| --- | --- |
| [Actions for early years and childcare providers during the coronavirus (COVID-19) (COVID-19) outbreak](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures) | * [Government guidance, cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)
 |
| * [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)
 | * [Protective measures for holiday or after-school clubs and other out-of-school settings](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?utm_source=4b581021-d798-4565-8fa0-579175be88cb&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)
 |
| * [NHS test and trace: how it works](https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus)
 | * [HSE guidance on First aid and medicals during the coronavirus (COVID-19) outbreak](https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/index.htm)
 |
| * [DfE guidance, implementing protective measures:](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings)
 |  |