

## Coronavirus Risk Assessment

“Every setting should carry out a risk assessment before opening. The assessment should directly address risks associated with coronavirus (Covid-19), so that sensible measures can be put in place to control those risks for children and staff. All employees have a duty to consult employees on health and safety, and they are best placed to understand the risks in individual settings” (Actions for educational and childcare settings to prepare for wider opening from 1<sup>st</sup> June 2020: Gov.uk: 12.05.2020)

To ensure the risk assessment works for the setting it is advisable to encourage all staff to contribute, it will reassure staff and make them feel valued, and ultimately support children to enter a calm and nurturing environment.

### Note:

- The information in the Coronavirus Risk Assessment links to the information in the government document Coronavirus (COVID-19): Implementing Protective Measures in Education and Childcare Settings.
- The document can be amended to suit the childcare setting’s individual need. The document needs to reflect the working practices of your childcare setting and work in liaison with your general risk assessment, health & safety checks etc.
- Things to consider are reflective points for the setting to consider when developing your Coronavirus Risk Assessment. Grey Highlighted areas link to information and examples. Please delete as appropriate
- If completing electronically the format of the documentation will change when things are added or edited.
- The front sheet (**page 1**) is for information, to save resources you do not need to print off

### Supporting Documentation

Statutory Framework for Early Years Foundation Stage  
Actions for educational and childcare settings to prepare for wider opening from 1<sup>st</sup> June 2020  
Coronavirus (COVID-19): Implementing protective measures in education and childcare settings

### Disclaimer

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**Coronavirus Risk Assessment  
Preventing and managing outbreaks**

<b>Childcare Provider name</b>			<b>Date:</b>
<b>Control Measures (reducing the risk)</b> (Amend or delete as required)		<b>Additional Actions</b> (examples amend or delete as required)	<b>Communication</b>
<b>Hazard</b>	Socialising	<b>Risk:</b>	Spreading of infection
<b>Social distancing</b>	Reorganising the childcare environment to ensure social distancing between groups  Updated/amended arrivals and departure policy	<b>Things to consider:</b> Arrivals and departures – Staggered entry, enter by one door/ leave by another (if applicable), only one family member allowed to drop off/collect, reminding parents/carer about social distancing whilst waiting to enter. How are the areas going to be defined? – using furniture, screens etc. How are children going to be able to access toilet, outside area? – one-way system? How are you going to stop overcrowding in a particular area i.e. toilets?	How is the setting going to communicate this to parents/carers? <ul style="list-style-type: none"> <li>• Signage</li> <li>• Social media</li> <li>• Markings on floor etc.</li> </ul>
	Working in small groups within the environment.  <b>Documentation</b> EYFS: Coronavirus disapplications	<b>Things to consider:</b> How are these groups going to be organised? Number of staff/children per group (Ratios) Organisation of staff breaks, children's intimate care etc. Use of Outside area Distancing in sleep areas Informing staff and consistency	Small group details shared with parents.  Information to staff about how the setting plans to operate this within the setting

Hazard	Socialising	Risk:	Spreading of infection
<b>Attendance</b>	<p>Prioritising in line with government guidance</p> <p>Only children who are symptom free or have completed the required isolation period will be attending the session.</p> <p>Children attending more than 1 setting – (add in settings procedure).</p> <p><b>Relevant Documentation</b>  Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</p> <p>Guidance on shielding and protecting people defined on medical grounds as extremely vulnerable  <a href="http://www.gov.uk">www.gov.uk</a></p>	<p><b>Things to consider:</b>  Shielded and clinically vulnerable children  Shielded and clinically vulnerable adults (within families)  How are you going to get information from parents on children returning? e.g. Questionnaire for new children to complete, telephone conversation to parents etc.  Children attending another setting – discussion with parent, discussion with other setting re their precautions etc.</p>	<p>Procedure shared with all parents/carers</p> <p>Telephone discussion with parents, questionnaire to be completed (electronically or returned as hard copy)</p> <p>Documentation details given to parents</p>
<b>Settling in children</b>	<p>Procedure for settling children into nursery</p>	<p><b>Things to consider:</b>  New children  Children who are finding it difficult to settle either back into nursery after closure, or due to the changes in the setting etc.  Strategies to support – one parent at a time, using unused rooms (if able), use virtual visits re visually seeing the setting's environment, send all documentation electronically and have</p>	<p>Communicate with parents</p>

		either a visual meeting, or telephone conversation etc.	
<b>Control Measures (reducing the risk)</b> (Amend or delete as required)		<b>Additional Actions</b> (examples amend or delete as required)	<b>Communication</b>
<b>Hazard</b>	General Hygiene Practices	<b>Risk:</b>	Spreading of infection
<b>Premises</b>	If setting has been temporary closed: The premises have been thoroughly checked and cleaned  <i>(link to settings risk assessment, health and safety checks etc.)</i>	<b>Things to consider:</b> Cleaning of all surfaces, areas, furniture etc. Can doors be propped open to stop children touching door handles. Need to think about security, safety (door guards) and legal requirements, e.g. fire doors Appliance checks – cleaning Legionnaire check, fridge checks etc.	
<b>Ventilation</b>	Windows will be open to ensure adequate ventilation	<b>Things to consider:</b> Safety Security	
<b>Communal areas</b>	Reducing the use and flow of users.	<b>Things to consider:</b> Regular cleaning – when, how and by whom Removing any soft furnishing	Signage – social distancing
<b>Coughs and sneezes</b>	Teach/role model coughing or sneezing into elbows or tissues.  Encouraging children to use tissues and dispose of in bins.	A bin in each area (inside/outside) Tissues in each area (inside/outside)  <b>Things to consider:</b> Lidded or non-lidded bins Cleaning of bins If using bin bags (child's safety)	Staff to children  Communicate with parents on how you are teaching children to blow noses, catch coughs and sneezes.

<b>Control Measures (reducing the risk)</b> (Amend or delete as required)		<b>Additional Actions</b> (examples amend or delete as required)	<b>Communication</b>
<b>Washing hands</b>	<p>Ensure everyone knows how to wash hands</p> <p>Guidance on hand cleaning – NHS  <a href="https://youtu.be/bQCP7waTRWU">https://youtu.be/bQCP7waTRWU</a></p>	<p>Re visit with staff to ensure role modelling to children consistently</p> <p>Role model to children the correct hand washing procedure</p> <p>Introduce a song to accompany hand washing</p> <p><b>Things to consider:</b>            Access to hand washing facilities – inside and outside (how is this going to be managed)            Is there a need for hand sanitisers?            Do you have enough soap, hand towels (disposable or single use)?            Responsibility to ensure areas are cleaned regularly (ensure hygienic practices and safety)</p>	Photos or posters – correct way to wash hands
	Everyone is aware of setting's hand washing procedure – staff, children, parents etc.	<p>Inform parents</p> <p>Ensure staff are aware and role model to children</p> <p>Regular reminders to children within the daily routine E.g. On arrival, before and after eating, after intimate care, after sneezing or coughing etc.</p>	Posters, newsletter, social media

<b>Control Measures (reducing the risk) (Amend or delete as required)</b>		<b>Additional Actions (examples amend or delete as required)</b>	<b>Communication</b>
<b>Intimate care</b>	<p>Normal practices apply (use of gloves, aprons etc.)</p> <p><b>PPE</b> – Government advising that PPE is not required for general use in early years settings to protect against COVID-19 transmission</p>	<p><b>Things to consider</b></p> <p>Enough protective wear (gloves, aprons)</p> <p>How are you going to change nappies to prevent direct face to face contact?</p> <p>Regular cleaning of toilets and changing areas (who, what and how (spray, wipes, disinfectant etc.) – Link to COSHH</p> <p>Hygiene waste collections</p>	
<b>Cleaning</b>	<p>Review cleaning procedures to include:</p> <ul style="list-style-type: none"> <li>• Surfaces – table, chairs, floors, storage etc.</li> <li>• Hand contact points – door handles, rails etc.</li> <li>• Toilets – toilet, toilet roll holder, taps, soap dispenser, bins etc.</li> <li>• Resources – (details below)</li> <li>• Communal areas</li> </ul> <p>Covid-19: Cleaning in non-healthcare settings  <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a></p>	<p><b>Things to consider:</b></p> <p>How often (cleaning)</p> <p>What equipment the setting is using – disposable cloths, spray, wipes – link to safe usage with children, directions for use, appropriateness for killing the virus, COSHH etc.</p> <p>Monitoring supplies – cleaning, PPE etc.</p>	<p>Reassuring parents – keeping everyone safe</p> <p>Cleaning rota for staff</p>

<b>Control Measures (reducing the risk)</b> (Amend or delete as required)		<b>Additional Actions</b> (examples amend or delete as required)	<b>Communication</b>
<b>Waste disposal</b>	<p>All waste will be disposed of in a hygienic and safe manner</p> <p><i>(Link to cough and sneezes)</i></p>	<p><b>Things to consider:</b>  Emptying  Storage  Collection form outside parties</p>	
<p><b>Resources (Toys)</b></p> <p><b>Inside and outside</b></p>	<p>Review cleaning procedures – everything will be cleaned at the end of the day</p> <p>Resources will only be shared in small groups, they will not be shared between groups.</p> <p>Children will not be allowed to bring items in from home.</p> <p>Equipment which may need to be shared i.e. sensory equipment <b>will be cleaned</b> after use.</p> <p>Outside resources  “...outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously”  <a href="#">Coronavirus (COVID-19): Implementing protective measures in education and childcare settings</a></p>	<p><b>Things to consider:</b>  Ensure resources that are used can be cleaned  Reduce the amount of resources, (groups will be smaller, therefore amount of resources can be reduced)  Resources will be cleaned daily  If child has put into mouth, remove from the group and clean.</p> <p>Soft toys and soft furnishing  ICT – resources  Comforters etc. (wipe down on entry)  Malleable activities (can they be offered in a different way?)</p> <p>Setting is not using large equipment.  If using large equipment, it is cleaned thoroughly after use</p> <p><b>Things to consider:</b>  Time to clean large equipment.</p>	<p>Communicate to parents</p> <p>Cleaning rota for staff</p>

<b>Control Measures (reducing the risk) (Amend or delete as required)</b>		<b>Additional Actions (examples amend or delete as required)</b>	<b>Communication</b>
<b>Resources (ICT)</b>	Tablets/I Pads – allocated to individual staff members (if possible)  Computers – cleaned by user after use.	<b>Things to consider:</b> Regular cleaning - wipes  Keypad, mouse, mouse mat, area surrounding computer – cleaning wipes etc.	
<b>Laundry</b>	Items which need laundering will be washed daily in line with infection control guidance.  Children’s clothing or any items which need laundering will be bagged and sent home with parent.	<b>Things to consider:</b> Bedding, towels, flannels etc. Aprons (reusable) worn by staff and children Cleaning/wiping down laundry equipment	
<b>Hazard</b>	Contact activities (sharing specific resources)	<b>Risk:</b>	Spreading of infection
<b>Group activities</b>	Reducing contact point activities i.e. Circle time, group register etc.	Organising the activity differently	
<b>Snack and lunch time</b>	Space between children (not 2m) but enough to discourage child sharing	<b>Things to consider:</b> Preparation of snack Preparation of lunch (if applicable) How are individual lunch boxes going to be stored – (wiping down on entry, storing apart, children have own designated area for coats, etc)	
<b>Drinks</b>	Cease use of shared cups in class (i.e. using cups for water)	Children provide own drinking bottles (clearly marked) Disposable cups are used for the foreseeable future	

<b>Control Measures (reducing the risk) (Amend or delete as required)</b>		<b>Additional Actions (examples amend or delete as required)</b>	<b>Communication</b>
<b>Hazard</b>	Storage of medication	<b>Risk:</b>	Cross Contamination
<b>Medication</b>	All medication put into an individual container, then into storage container to stop cross contamination.	<b>Things to consider:</b> How individual medication is going to be stored? – individual sealed bag, plastic containers. Safety: ensure bag or tub is labelled with child’s name Everything is cleaned after use How is medication going to be transferred between setting and parent?	Staff and parents updated
<b>Hazard</b>	Visitors to the setting	<b>Risk:</b>	Spreading of infection
<b>Visitors/site users</b>	Visitors will not be allowed in the setting when children are present.  All visitors will be asked to inform setting of any suspected or confirmed case by them or people they live with.  Emergency repairs/maintenance – all repairs/maintenance will be completed outside operational hours, or when no children are present	<b>Things to consider:</b> Social distancing – government guidance  Cleaning after visitors or site visitors.	Signage to communicate social distancing, settings procedures etc.

<b>Control Measures (reducing the risk) (Amend or delete as required)</b>		<b>Additional Actions (examples amend or delete as required)</b>	<b>Communication</b>
<b>Hazard</b>	Changes to environment, routine etc.	<b>Risk:</b>	Impact on children's wellbeing
<b>EYFS</b>	<p>Continue to meet the existing learning and development requirements in line with government guidance:</p> <p>Progress check at age 2 – temporarily suspended</p> <p><b>Documentation:</b> EYFS – Statutory Framework EYFS: Coronavirus disapplication's</p>	<p><b>Things to consider:</b> Continuing to record for children who are attending</p> <p>How the setting is going to offer appropriate resources and activities to support children's development and learning (all 7 areas of learning)?</p>	Parents kept informed of any changes
<b>Children's well-being</b>	<p>Children continue to be supported in keeping themselves safe.</p> <p>We offer activities to support children's home learning (website, Facebook, on-line recording systems etc.)</p>	<p><b>Things to consider:</b> Supporting children through the changes – environment, routine etc. Ensuring they know how to keep themselves safe, regular hand washing, using tissues, social distancing etc. Supporting transitions (linking to PSED)</p>	<p>Activities to parents to support the children.</p> <p>Telephone calls are available to discuss children's wellbeing etc.</p>

<b>Control Measures (reducing the risk) (Amend or delete as required)</b>		<b>Additional Actions (examples amend or delete as required)</b>	<b>Communication</b>
<b>Hazard</b>	Changes to role, working environment etc.	<b>Risk:</b>	Impact on adult's wellbeing
<b>Attendance</b>	<p>Following government guidelines and guidance</p> <p>Staff attendance – if they are symptom free, have completed required isolation period or achieved a negative test result</p> <p>Setting will adhere to ratios (government guidance)</p>	<p><b>Things to consider:</b></p> <p>Clear procedures to support working practices.</p> <p>Staff are aware of symptoms of Covid-19 and know procedure to follow (self-isolating, keeping work informed)</p> <p>Following return to work procedure if staff not attending.</p> <p>Availability of testing for staff</p>	<p>Sharing information with staff:</p> <p>Virtual meetings, weekly phone calls, virtual training etc.</p>
<b>Training</b>	<p>Staff have been updated with new working practices and procedures – including infection control</p> <p>Setting is currently working to government guidance training requirements. e.g. First Aid, Child Protection.</p>	<p><b>Things to consider:</b></p> <p>How staff are going to be made aware of new ways of working</p> <p>Provide back to work training</p> <p>Staff to receive new documents, including policies, procedures etc.</p> <p>Training and support to help staff manage difficult situations with parents or children</p> <p>Training log to be kept</p>	<p>Virtual training to all staff – working practices, updates, cleaning rota.</p> <p>On-line training</p>
<b>Clothing</b>	Staff wear appropriate clothing to reduce the spread of infection	<p><b>Things to consider:</b></p> <p>Uniform and staff change at the end of the day.</p> <p>Ensure setting has enough PPE (gloves, aprons etc.)</p>	

<b>Control Measures (reducing the risk) (Amend or delete as required)</b>	<b>Additional Actions (examples amend or delete as required)</b>	<b>Communication</b>	
<b>Staff Wellbeing</b>	Staff well-being will continue to be supported through a variety of support systems.	<p><b>Things to consider:</b>            How setting will support staff who are anxious about returning to work (Link to HR procedures, contracts etc)            Strategies to support staff – offering 1:1 meeting (social distancing), virtual meeting, telephone calls, regular updates.</p> <p>Staff know who to contact for support</p> <p>A space where they can take a break</p> <p>Staff to maintain social distancing when taking breaks</p>	
<b>Responding to suspected cases</b>	<p>Procedure to support staff</p> <p>Updated Sickness policy to include coronavirus suspected case within the setting – child and adult</p>	<p><b>Things to consider:</b>            If suspected case of Covid-19            How setting is going to separate child or adult with (if not possible keep to social distancing rules)            PPE to be worn by member of staff dealing            Area child in contact with to be deep cleaned</p>	New procedure is shared with parents and staff
<b>Documentation (need to review)</b>	Changes to emergency contact	<p><b>Things to consider:</b>            Check emergency contact details due to restrictions on movement, social distancing, people at risk etc.</p>	

<b>Control Measures (reducing the risk) (Amend or delete as required)</b>		<b>Additional Actions (examples amend or delete as required)</b>	<b>Communication</b>
<b>Documentation (need to review)</b>	Forms which need signing (accident, medication etc) – managing the risk	<b>Things to consider:</b> How parents are going to sign? Cleaning of resources (pens, clipboards etc.) Hand sanitizer for parents to use.	Keeping parents updated with any changes