



December 2021

Bright Kids Recovery Risk Assessment (UPDATED)

1.0 Government Guidance: Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak

Bright Kids notes that the Government has issued non-statutory guidance to support early years settings during the Covid-19 outbreak

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>

This Risk assessment document has been updated to take account of a change to the protective measures in early years settings that will be effective from 7th December 2021

2.1 Supporting Documentation

This Risk Assessment should be read alongside the following:

Guidance on infection prevention and control

1. Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)
<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>
2. Planning-guide for early years and childcare settings
3. <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june/planning-guide-for-early-years- and-childcare-settings>
4. Implementing protective measures in education and childcare settings
<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

Other relevant guidance

5. Supporting vulnerable children and young people
<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on- vulnerable-children-and-young-people>
6. Guidance on the temporary early years foundation stage (EYFS) disapplications
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>
7. Ofsted's response to coronavirus (COVID-19) (<https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rollingupdate>) the government response to the consultation on EYFS reforms
www.gov.uk/government/consultations/early-years-foundation-stage-reforms

3.0 The scope of Government Guidance: Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak

What childcare services, early years settings, childminders and local authorities need to provide during the coronavirus (COVID-19) outbreak





The guidance sets out what applies currently and what was set out as from 5th January 2021 by the UK government in response to the imposed lockdown. As a provider we **must comply** with the current requirements of the statutory framework for the early years foundation stage www.gov.uk/government/publications/early-years-foundation-stage-framework--2. As a childcare provider we must comply with health and safety law, which requires us to assess risks and put in place proportionate control measures. We are responsible for planning and implementing appropriate protective measures to reduce coronavirus (COVID-19) transmission and we **must follow** public health guidance as set out in **Section 3** of the guidance.

These measures are referred to directly in the Risk Assessment tool using blue text.

Text in orange relates to the planning guidance for early years and childcare providers as in the previous version of the risk assessment

4.0 Effective Practice

Good health and safety practices are about keeping things simple, being proportionate and focusing on the real (substantive) risks. Procedures should be clear and concise with assessment of risk being practical. Our effective risk assessment is about getting the balance right on managing risk rationally, it cannot always eliminate a risk altogether. We already work with a range of documents which support the daily operation of their childcare provision. Our current risk assessments have been refreshed in light of the most recent coronavirus (COVID-19) Government guidance and identify all relevant protective measures applicable to the setting. We have also considered the guidance against our safeguarding and child protection arrangements. We have a specific Covid-19 Policy for Staff and for parents and we continuously review risk assessments to ensure that practice and procedures continue to meet the needs of all children, staff, families and visitors as the numbers who attend begins to increase over time.

5.0 What is the risk?

COVID-19 is an infectious disease recognised internationally as a pandemic, the transmission of which must be controlled. From 7th Decembers 2021, early years settings will still no longer be required to keep children in small, consistent groups within settings or social distancing . However, this change is possible because significant progress continues to be made in tackling the coronavirus COVID-19. This risk assessment, therefore, focuses on actions that are reasonably practicable to implement, that will reduce the risk of transmission of COVID-19.

6.0 Who is responsible?

The Chief Executive, Tricia Wellings, Operations Director, Emma Beard along with her Senior Management Team and Setting Managers at each premises are responsible for making sure that risks, particularly the risks to staff and children, are managed so far as is reasonably practicable.

7.1 What we know:

The World Health Organisation (WHO) confirms that data from published epidemiology and virologic studies provides evidence that COVID-19 is primarily transmitted directly from symptomatic people (those infected with COVID-19 displaying symptoms) to others who are in close contact with the infected person. Respiratory droplets are passed on directly through coughing and sneezing, or indirectly by contact with contaminated objects and surfaces; where the virus may be transferred from the surface to the hand and then the face - eyes, nose or mouth. Therefore, to minimise the risk of transmission, settings must put into place proportionate control measures. These measures make up a 'system of controls' building on the hierarchy of protective measures that have been in place throughout the coronavirus COVID-19 outbreak. The 'system of controls' is set out below and we will follow this:





System of controls: Prevention

Note: 1 - 4 must be put in place in all settings at all times; 5 must be properly considered and settings must put in place measures that suit their particular circumstances. 6 applies in specific circumstances.

1. Minimise 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, do not attend settings

- Ensuring that children, staff and other adults do not come into settings if they have coronavirus (COVID-19) symptoms or have tested positive in the last 7 days and ensuring anyone developing those symptoms during the day is sent home, are essential actions to reduce the risk in settings and further drive down transmission of coronavirus (COVID-19).
- All settings must follow this process and ensure all staff are aware of it.
- If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door with appropriate adult supervision. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. If they need to go to the bathroom while waiting to be collected, they should be taken to a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.
- PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE can be found in the Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance (<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>).
- As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital. Call 111 for advice and do not attend your local surgery if you have symptoms of Covid-19
- Any members of staff who have helped someone with symptoms, and any children who have been in close contact with them, do not need to go home to self-isolate unless they develop symptoms themselves (in which case they should arrange a test) if the symptomatic person subsequently tests positive (see below), or they have been requested to do so by NHS test and trace.
- Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance (<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>).
- Public Health England is clear that routinely taking the temperature of children is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).

2. Clean hands thoroughly more often than usual

- Coronavirus (COVID-19) is an easy virus to kill when it is on the skin. This can be done with soap and running water or alcohol gel.
- Settings must ensure that children clean their hands regularly, including when they arrive at the setting, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand washing is going to be needed for the foreseeable future.



- Points to consider and implement:
 - Whether the setting has enough hand washing or hand sanitiser 'stations' available so that all children and staff can clean their hands regularly. Settings should supervise the use of hand sanitiser given the risks around ingestion.
 - Small children and those with complex needs should continue to be helped to clean their hands properly.
 - Skin friendly skin cleaning wipes can be used as an alternative building these routines into setting culture and helping ensure younger children and those with complex needs understand the need to follow them.

3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

- The 'catch it, bin it, kill it' approach continues to be very important, so settings must ensure they have enough tissues and bins available in the setting to support children and staff to implement this routine. As with hand cleaning, settings must ensure younger children are helped to get this right, and all children understand that this is now part of how the setting operates.
- Public Health England does not (based on current evidence) recommend the use of face coverings in schools. The evidence will be kept under review. Public Health England advises that for safety reasons, face masks should not be used for children under three. In addition, misuse may inadvertently increase the risk of transmission and there may also be negative effects on communication and thus children's development.
- Face coverings are required at all times on public transport (for children over the age of 11) or when attending a hospital as a visitor or outpatient.

4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents Points to consider and implement:

- In line with the risk assessment and timetabling of the day, putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: more frequent cleaning of rooms that are used by different groups, frequently touched surfaces being cleaned more often than normal. Different groups don't need to be allocated their own toilets, but toilets will need to be cleaned regularly and children must be encouraged to clean their hands thoroughly after using the toilet.
- By the end of the summer term, Public Health England will publish revised guidance for cleaning nonhealthcare settings to advise on general cleaning required in addition to the current advice on cleaning when there is a suspected or confirmed case of coronavirus (COVID-19) (<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>).

5. Minimise contact between individuals where possible

- Early years settings will not be required to arrange children and staff in small, consistent groups
- Removing the groups approach is based on the fact that the overall risk to children and young people from coronavirus (COVID-19) is low. It also recognises that early years settings are typically much smaller than schools. Adopting the system of controls set out above here in a robust way will ensure there are proportionate safeguards for children as well as staff and reduce the chance of transmission.
- Parents and carers should be encouraged to limit the number of settings their child attends, ideally ensuring their child only attends the same setting consistently. This should also be the same for staff.

6. If necessary, wear appropriate personal protective equipment

- The majority of staff in early years settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: where an individual child becomes ill with coronavirus (COVID-19) symptoms while at a setting, and only then if a distance of 2 metres cannot be maintained. Where children require routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used.

System of controls: Response to any infection

Note: 7 – 9 must be followed in every case where they are relevant

7. Engage with the NHS test and trace process

- Settings must ensure they understand the NHS test and trace process and how to contact their local Public Health England health protection team
<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>
- Settings must ensure that staff members and parents/carers understand that they will need to be ready and willing to:
 - Book a test (<https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>) if they are displaying symptoms. Staff and children must not come into the setting if they have symptoms, and must be sent home to self-isolate if they develop them in the setting. All children can be tested, including children under 5, but children under 11 will need to be helped by their parents if using a home testing kit.
 - Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS website, or ordered by telephone via NHS 119 for those without access to internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.
- The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new testing avenues as and when they become available and will work with early years settings so they understand what the quickest and easiest way is to get a test.
- Settings should ask parents and staff to inform them immediately of the results of the test:
 - if someone tests negative, and they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can also stop self-isolating.
 - if someone tests positive, they should follow Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection (<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>) and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to the setting only if they do not have symptoms other than cough or loss of sense of smell or taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7 day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.



8. Managing confirmed cases of COVID-19 in the setting

- Settings no longer need to 'track and trace' - NHS will contact if and when necessary.
- Settings will still need to inform Ofsted should a positive child or staff member becomes apparent.
- Settings will still need to inform the Local Authority should a positive child or staff member becomes apparent.
- Further guidance is available on testing and tracing for coronavirus (COVID-19) (<https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/>).

9. Contain any outbreak by following local health protection team advice

- If settings have three or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus COVID-19 is suspected, settings may have an outbreak, and must contact their local health protection team (HPT) who will be able to advise if additional action is required.





8. Summary: These protective measures are the key focus for organising all aspects of the day and need to be built into the operational routine. In addition to prevention and infection control, the risk assessment supports additional health and safety considerations related to the consequences of COVID-19.

9. Actions for early year providers

- Put in place a system of controls to minimise the risk of COVID-19 transmission to staff, children, parents, carers and visitors.
- Communicate the risks and required safe methods of working to all building users.
- Ensure that staff (employees) have the relevant information and training to manage risks on a day to day basis, including access to competent health and safety advice where needed.
- Check that the protective measures have been implemented and remain appropriate and effective.
- Ensure that the protective measures are monitored throughout the day and reviewed where necessary.
- Ensure the role out of LAT testing is available.

The following Risk Assessment is designed to allow us to review and track our individual readiness and actions in line with Covid-19 requirements. The different sections cover things to consider:

Section	Area
1	Extending services
2	Testing and Managing Symptoms
3	Safeguarding
4	Personal, Social and Emotional Development
5	SEND (including medical needs)
6	Quality of education
7	Hygiene and Staying Safe
8	Staff updates well-being and development
10	Communications
11	Opening a closed building: Things to consider:
12	Miscellaneous
	Additional sections can be added as required

Head Office Strategic Team – HOST Setting Manager – SM Chief Executive – TW Maintenance Team – MT



RISK ASSESSMENT EYFS RESET &

		LIKELIHOOD				
		VERY UNLIKELY	UNLIKELY	LIKELY	HIGH LIKELY	ALMOST CERTAIN
SEVERITY	NEGLIGIBLE	LOW	LOW	LOW	LOW	LOW
	MINOR	LOW	LOW	LOW	MEDIUM	MEDIUM
	SERIOUS	LOW	MEDIUM	MEDIUM	MEDIUM	HIGH
	SEVERE	LOW	MEDIUM	MEDIUM	HIGH	HIGH
	VERY SEVERE	MEDIUM	MEDIUM	HIGH	HIGH	HIGH

Description of the Risk/Challenge	What is the Current Level of risk using the matrix	Prompts to support identification of actions to take to control/mitigate the risk	New level of risk with Control Measures	Actioned by
<p>Amendments to risk assessment: Section 3: Actions for early years and childcare providers (July 2nd 2020) (blue font) https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures</p> <p>Planning guide: Preparing for the wider opening of early years and childcare settings from 1 June (orange font) https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june/planning-guide-for-early-years-and-childcare-settings</p>				
Section 1: Extending Services				
<p>How many places can be provided safely?</p>	Medium	<ul style="list-style-type: none"> Overall numbers have been revised and are published on the website. All children can access the provision, there are currently no restrictions in place but managers to instill safe working practices. 	Low	HOST/SM

<p><i>Parents and carers should still be encouraged to limit the number of settings their child attends, ideally ensuring their child only attends the same setting consistently. This should also be the same for staff.</i></p>		<ul style="list-style-type: none"> • <i>There are no longer any restrictions on the numbers of children of school age that access before and after school club. We will continue to follow the guidance in relation to school clubs. A separate risk assessment is in place for the provision of holiday clubs. All clubs to also support any decisions their local school might make in relation to COVID restrictions/bubbles in light of the new variant Omicron.</i> • <i>Session times returned to what they were originally, although allowances have been made for certain settings and families to meet customer need. Cleaning schedules are in place.</i> • <i>Social distancing is no longer required- management to monitor though light of the new variant and festive gatherings.</i> 	Low	SM HOST/SM
<p>Who should attend?</p> <p><i>All children can attend the settings. Settings should note that:</i></p> <p><i>a small number of children will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves or because they need to continue to shield due to underlying health issues..</i></p>	Low	<ul style="list-style-type: none"> • <i>All children are eligible to access provision.</i> • <i>There are currently spaces available at each site.</i> 	Low	HOST/SM

Managing staffing capacity to sustain provision	Low	<ul style="list-style-type: none"> • <i>A consistent key person system is in place for all children.</i> • <i>We will continue to monitor in regards to the impact of staff availability and qualification levels on staff to child ratios and on other relevant provisions in the statutory framework for the EYFS.</i> • <i>Designated safeguarding leads will remain in place throughout the operational day. All sites have staff that are trained to support children with SEN, the companies designated SEND lead is actively supporting all sites and children.</i> • <i>Staff flexible working arrangements and shift patterns-if and where needed are accessible.</i> 	Low	HOST

<p>https://www.gov.uk/government/publications/early-years- foundation- stage-framework--2/early-years-foundation-stage-coronavirus- disapplications</p> <p>https://www.gov.uk/government/publications/staying-alert-and- safe-social- distancing</p> <p>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</p>		<ul style="list-style-type: none"> • <i>Availability of staff and leaders may change. Any changes to by managed and communicated effectively (should there be an outbreak).</i> • <i>We have ensured PFA requirements are maintained when planning staff rotas: all working staff have current Paediatric First Aid certificates.</i> • <i>All staff have current DBS checks, most staff are on the update service and the company checked all staff against the update service at the beginning of Sept 2021- this is done termly- the next check will be Jan 2022.</i> • <i>Strategic team to continue to conduct 'ad hoc' environment and health and safety checks and site audits, these have been successfully been completed this calendar year and will continue into the Spring 2022 COVID permitting.</i> 		
<p>Safety in travel to and from the setting, including use of public transport</p>	<p>Low</p>	<p><i>Advise parents and carers about:</i></p> <ul style="list-style-type: none"> • <i>Using public transport-newsletter/policy and the need to now wear masks.</i> • <i>Staff travel arrangements, walk, cycle, car etc have been discussed and risk assessed on an individual basis and all staff travelling to and from work need to wear a mask.</i> • <i>Masks and other PPE is available for all staff this is now mandatory in all communal areas.</i> 	<p>Low</p>	<p>HOST/SM</p>

INTERNATIONAL TRAVEL	Med	<p>All staff and parents are required to follow the government guidelines in relation to international travel- this to include testing.</p> <ul style="list-style-type: none"> • Staff and parents will need to inform management of departure from UK date, return date and destination. • As from 7th Dec ALL travellers will need to obtain a PCR COVID test prior to travel, a PCR test 48hours prior to returning to the UK and also a 2 day PCR test once arriving back into the UK (please see the government guidelines for further information). • In light of the new guidance ALL travellers who have arrived in the UK from any other country will need to take a 2 day PCR before returning to the setting and to work at one of our settings. This test needs to be produced and be negative. If there are any questions or queries please speak to the manager in charge. This to be updated on 21.12.21. Whilst waiting for results each individual should stay at home and isolate. 	High	HOST/SM
Safety at the beginning and end of sessions	Medium	<ul style="list-style-type: none"> • All sites have 'safe practices' in place for drop of and collection of children. Parents can still come into the building but masks must be worn- 'no mask no entry'. Each site to manage locally to min the risk. 	Low	HOST/SM

		<ul style="list-style-type: none"> • <i>Good practice will include children and staff washing their hands- on arrival, if this is not the case hand gels will be available.</i> • <i>Planned mechanisms are in place for the safe handover of children on arrival and when leaving the setting (at the door or designated area).</i> • <i>Staff deployment is effect to support drop offs and pick ups.</i> • <i>Face coverings are now compulsory in communal areas.</i> 		
Supporting social distancing in the learning environment	Low	<ul style="list-style-type: none"> • <i>Social distancing is no longer mandatory but advised in busier settings and at busier times of the day.</i> • <i>Opportunities for outdoor learning is promoted.</i> • <i>Spaces will continued to be monitored.</i> 	Low	SM
CO2 Monitors	Low	<ul style="list-style-type: none"> • <i>All sites to have delivered CO2 devices to put in and around the setting- in particular rooms that don't have much natural ventilation.</i> • <i>CO2 levels are measured by monitors- they are good a detecting poor ventilation. Staff can use the monitors to assess how well ventilated a room is and thus help support the spread of the virus. If the monitors read high there is no t enough ventilation.</i> 	Medium	
Fire drills	Medium	<ul style="list-style-type: none"> • <i>We will update the fire risk assessment accordingly to reflect new plans or changes.</i> • <i>Planned Fire Drills are to continue to happen each month at each site.</i> 	Medium	HOST/SM
Keeping children separate at lunch and snack times to minimise transmission of infection	Low	<ul style="list-style-type: none"> • <i>There are clear procedures for maintaining stringent cleaning processes for food preparation areas, dining areas and table coverings</i> 	Low	SM

		<ul style="list-style-type: none"> • Children are supported to wash hands before and after eating snacks and lunch • Children to eat in their group area to cut down on movement around • Independent snack time and children's self-serve can remain in place. 		
<p>EYFS Staff maintaining safety at work– social distancing</p>	<p>Low</p>	<ul style="list-style-type: none"> • The health status and availability of every member of staff is updated regularly and known prior to extending provision and is regularly reviewed so that deployment can be planned via consultation and RAG rating- RAG rating was updated at the beginning of Dec 2021. • We have ensured all staff and are aware of the current symptoms for Covid-19, including high temperature, persistent cough and loss of taste and smell and understand that they are not permitted to attend if they or a household member is symptomatic. Staff will also be aware of any new information that has been released from the local authorities and government (including the new variant). 	<p>Low</p>	<p>HOST/SM</p>

		<ul style="list-style-type: none"> On-going training will remain in place as well as face to face. 		
The need to control access to the premises	Low	<ul style="list-style-type: none"> Site events can continue to be in place. Clear guidance for any contractors is available. Signage is clear and easy to understand. Show rounds to take place out of hours and be pre-arranged- however a staged approach to visits 'as normal' is happening. 	Low	TW/HOST/SM
Section 2: Testing and Managing Symptoms: Things considered				
Managing awareness to limit transmission of infection	Low	<ul style="list-style-type: none"> Staff have/will all undertake on-line training regarding and any other training the company has deemed necessary to support the pandemic. Staff understand the signs and symptoms of Covid-19. Guidance has/will been given as a part of induction / re-opening process and on-going training and sharing of information. Staff are kept up to date with current information so that they are aware of what steps to take if they, or any member of their household, display symptoms whilst at home and at work. We must ensure that parents and carers follow current government guidance on the actions to take should anyone in 	Low	HOST/SM

		<p><i>the household should display symptoms of COVID-19. Make sure that any updates or changes to guidance are communicated in a timely and effective way.</i></p> <ul style="list-style-type: none"> <i>The company will ensure they keep up with government advice.</i> 		
<p>Testing is used effectively to help manage staffing levels and support staff wellbeing</p> <p><i>Settings must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team.</i></p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</p>	Medium	<ul style="list-style-type: none"> <i>Staff members are aware that if they display symptoms they should access a test and share the outcome of the test with their employer asap, the includes LAT testing and completing this twice a week. Should a staff member not wish to take part in the LAT testing they will be expected to sign an 'opt out' declaration.</i> <i>As employers we understand the test and trace system and actively play our part in keeping COVID 19 at bay- we don't however need to track and trace but follow guidance from NHS track and trace should they make contact with the setting.</i> <i>Staff need to ensure they get tested if they display any of the Symptoms and use the LAT test ASAP, is this is positive a PCR should be booked.</i> <i>Staff need to ensure they self-isolate until test results are returned but as it stands no-one that has been in contact needs to isolate.</i> 	Medium	TW/HOST/SM
<p>Managing presenting Symptoms of Coronavirus</p>	High	<ul style="list-style-type: none"> <i>An emergency PPE kit is in place at all settings. An area of isolation has been identified.</i> <i>In the area used to isolate there should be ventilation via an open window or door.</i> 	Medium	TW/HOST/SM

<hr style="border: 1px solid orange;"/>		<p>Staff with symptoms at work: Management will:</p> <ul style="list-style-type: none"> • The current sickness management policy is updated to identify the steps that staff should take to inform leaders as soon as they feel unwell at work. For example: • In an emergency contact 999 if they are seriously ill, injured or their life is at risk • Staff should return home immediately and isolate at home in line with Government guidance and undertake the testing process. • Appropriate steps to deputise responsibilities or arrange cover if the affected members of staff fulfils a designated role, for example pediatric first aid, SENCO or safeguarding lead <p>Managing a child with symptoms in the setting</p> <ul style="list-style-type: none"> • In any emergency situation, contact 999 if a child is seriously ill, injured or their life is at risk • Children are supported in an age appropriate way to share how they are feeling. Staff to check in with family members who are bringing children to the setting about their child's health. • Parents' will be contacted to collect the child. • Whilst waiting for collection one staff member will stay with the child in a designated, isolated area 		
---	--	--	--	--

		<ul style="list-style-type: none"> • If the child needs the toilet at this time, they should use a separate toilet to other children. This toilet then needs disinfecting after use. • After the child has left the setting, the member of staff caring for them should wash their hands thoroughly for 20 seconds. • Providers should follow the <i>Cleaning of non-healthcare settings</i> guidance to ensure areas they have been in are disinfected and any PPE and other waste is disposed of safely. • The person responsible for cleaning the area should wear appropriate PPE and good practice would include changing clothes before returning home. <p>Safe Disposal</p> <ul style="list-style-type: none"> • To dispose of waste from people with symptoms of coronavirus, such as disposable cleaning cloths, tissues and PPE • Waste should be stored safely and kept away from children. You should not put your waste in communal waste areas until negative test results are known or the waste has been stored for at least 72 hours. • if the individual tests negative, this can be put in with the normal waste • if the individual tests positive, then store it for at least 72 hours and then put in with the normal waste • If storage for at least 72 hours is not appropriate, arrange for collection as a Category B infectious waste either by your local waste collection authority if they currently collect your waste or otherwise by a specialist clinical waste contractor. They will supply you with orange clinical waste bags for you to place your bags into so the waste can be sent for appropriate treatment. 		
<p>Managing a confirmed case of coronavirus in a setting?</p>	<p>Medium</p>	<ul style="list-style-type: none"> • Systems are in place for communication and actions to take in response to a confirmed case. 	<p>Medium</p>	<p>TW/HOST/SM</p>

		<ul style="list-style-type: none"> A record of any COVID-19 symptoms in children and adults is kept and any Public Health and Government advice is followed regarding reporting requirements 		
<p>Staff, and parents are aware of the settings procedures should there be a confirmed case of COVID-19 in the setting</p> <p>https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</p>	Medium	<ul style="list-style-type: none"> Staff, and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the setting / home This risk assessment has been explained to staff as part of the 'new operating model' induction process. Support is in place for any staff, parents and carers that require clarification of documents with high levels of written content Emergency contact details for parents / carers are updated prior to children returning as availability of previous contacts may be reduced e.g. grandparents may not be available due to restrictions All individuals who have been identified as a close contact of a suspected or confirmed case of the Omicron variant of COVID-1, irrespective of vaccination status and age, will be contacted, directed and required to self-isolate immediately and will be asked to book a PCR test. 	Medium	TW/HOST/SM
Section 3: Safeguarding: things considered				
<p>General</p> <p><i>Settings should consider whether any refresh or review of their child protection arrangements is needed in light of coronavirus (COVID-19).</i></p> <p>https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/interagency-safeguarding-procedures</p>	Medium	<ul style="list-style-type: none"> Staff are aware of the need to identify and support any vulnerable children and parents. Staff will continue to 'keeping in touch' with families using a variety of method. The lead person for Safeguarding in the company will ensure that policy reflects the on-going pandemic and includes any other risk assessments put in place. 	Low	HOST/SM

		<ul style="list-style-type: none"> • <i>We will continue to update any social media and accessing technology policies in order to keep children safe whilst using the internet.</i> • <i>We will continue to ensure any new staff member access a basic Safeguarding/DSL course at the nearest opportunity.</i> • <i>Management to key persons to continue to work with external agencies.</i> • <i>Continue to support the attendance of vulnerable children and help support families and signpost where necessary.</i> 		
--	--	---	--	--

		<ul style="list-style-type: none"> Continue to ensure key persons support children who may need extra support when returning/starting. 		
Children may have suffered forms of abuse during lockdown and they have not had the opportunity to disclose these to anyone	Medium	<ul style="list-style-type: none"> Key persons will ensure that: <ul style="list-style-type: none"> All children have opportunities to talk about their feelings/anxieties /thoughts, in a safe environment through child-led and adult-led opportunities Ensure a range of ways for younger children to express how they are feeling, verbally, non-verbally, through physical and creative play Continue to provide all staff with appropriate on-line supervision and support as part of their work in the EYFS. 	Low	SM
Some parents may choose to home educate rather than have their children return to early years provision	Medium	<p><i>Managers will:</i></p> <ul style="list-style-type: none"> Talk to parents about the reasons for their decision, providing reassurance where possible Provide information to parents about how the environment and the curriculum will be adapted if necessary, to address children's needs Ensure a robust keeping in touch plan to sustain a link with families Alert the DSL where there are concerns / if you are the DSL take appropriate action to record and escalate concerns Ensure that ongoing dialogue is in place to identify children whose circumstances may have changed and continue to improve the attendance of vulnerable children and those from disadvantaged backgrounds as a priority in any planning for return. 	Low	SM
Child does not return / contact is not established or is lost	Medium	<ul style="list-style-type: none"> Implement the Children's Attendance Policy if a child does not return and contact is not established, to understand why they are not attending the early years provision 	Low	SM
Section 4: Personal, Social & Emotional Development: Things considered				
<p>Children may struggle with the return to routine and full-time early years education</p> <p>Some children will find returning to early years provision emotionally overwhelming, or will lack the stamina or resilience to cope well</p>	High	<ul style="list-style-type: none"> Short settling visits to re-familiarise children who need it Establish zoom calls with new families. Encourage good routines at home prior to returning with parents, bed times etc. New daily routines to be shared prior to return. 	Low	HOST/SM

		<ul style="list-style-type: none"> • Ensure Tapestry is used for blogs, sharing activities and sharing info with parents. • Continue to use the BK Home Activities page. <ul style="list-style-type: none"> • Staff have aimed to tailor the provision on offer to meet the needs of the children, including enabling children the opportunity to share their worries and feelings through play. 		
Some children may be extremely unsure about where and who is safe e.g. some might be worried to move around /engage with others due to 'the bug/virus'	Medium	<p>Prior to re-admission/new children keyperson/SM have liaised with parents about:</p> <ul style="list-style-type: none"> • what does the child understand about the COVID-19 virus and are they worried about it? • Does the parent have any concerns, fears or worries? 	Low	SM
Some children may have experienced a bereavement in their family during the setting's closure (possibly in relation to COVID- 19)	Medium	<ul style="list-style-type: none"> • Prior to re-admission/new children SM will encourage parents to share any significant information about their child with the key person (via e-mail/telephone if possible), or arrange a zoom meeting. • We will provide ongoing support via the key person to the child and family, signpost to resources and different sources of support • If required, access specialist support for the child and their family • Follow re-induction process for staff. • Online training can be accessed to staff to provide additional support. 	Low	SM
Children with social and emotional difficulties may struggle with managing their behaviour when returning to the setting and the routines of setting life	Medium	<ul style="list-style-type: none"> • Talk through any needs with the family prior to returning. • The EYFS, behaviour policy / PSED to reflect the additional support on offer, these have been reviewed. • Staff to understand any changes to the EYFS behaviour policy and can implement these consistently, and to have copies of. 	Low	SM
Some parents may be reluctant to send their child back to the setting because of the risk of infection and bringing the virus back into the family home	Medium	<ul style="list-style-type: none"> • We will maintain open and honest relationships with families. • Share all relevant information such as this risk assessment with families • More vulnerable children, who are expected to attend will be prioritised 	Low	SM

		<ul style="list-style-type: none"> Continue to support learning at home, for those who do not return via the FB page and zooms. 		
Section 5: SEND & Medical Needs: Things considered				
<p>General</p> <p><i>Readjustment to the routines in a setting may prove more challenging for some children with SEND, particularly those who have been attending a different setting if their usual setting has been closed.</i></p> <p>https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus/education-health-and-care-needs-assessments-and-plans-guidance-on-temporary-legislative-changes-relating-to-coronavirus-covid-19</p>	Medium	<ul style="list-style-type: none"> There is sufficient staffing to support children with SEND and safe ratios and that there is a member of staff designated as a SENCO or interim SENCO SENCO plans are in place for the new groups of children. Continue to involve parents and carers in planning and agreeing any changes to support, including reviewing EHC plans. SEND lead for the company is supporting all sites, children and families. 	Low	SM/SEND lead.
<p>Children with underlying health conditions are at a higher level of risk</p>	High	<ul style="list-style-type: none"> We would discuss with parents / carers / seek medical guidance for children with serious under-lying health conditions, who may need to stay at home.- We liaise with parents when children have underlying health conditions access the setting. Consideration has been made to undertake a 1:1 risk assessment for children with SEND- in place. Health care plans have been reviewed with the appropriate professionals and the family in case there have been any changes Medical equipment is cleaned and tested prior to a child returning. 	Low	SM/SEND LEAD

<p>Work towards individual SEND targets has stopped and slipped back</p>	<p>Medium</p>	<ul style="list-style-type: none"> • <i>Timely assessment of children linked to their specific targets on return to early years education will be carried out through observation and assessment into next year.</i> • <i>Bespoke interventions planned throughout the day and week – whilst always focusing first on settling the child and ensuring emotional well-being is priority</i> 	<p>Low</p>	<p>SM</p>
<p>Medicines in the setting may have become out-of-date or been sent home when the setting closed to the child</p>	<p>Medium</p>	<ul style="list-style-type: none"> • <i>SM will check all medications, inform parents/necessary bodies if they need to be replaced and ensure this process is completed before the child is re-admitted into the setting</i> 	<p>Low</p>	<p>SM</p>
<p>Section 6: Quality of Education: Things considered</p>				
<p>Planning for a return to learning</p> <p>How do practitioners compensate for the gaps in children's knowledge and skills that will have developed following their extended absence from early years education?</p> <p><i>Settings should use reasonable endeavours to deliver the EYFS learning and development requirements as far as possible in the current circumstances, as set out in guidance on the temporary changes to the EYFS requirements in light of coronavirus</i> <i>This means continuing to provide an environment that invites learning across all 7 areas as far as is practicable during this time.</i></p>	<p>Medium</p>	<p><i>We encourage and prioritise the following for our children:</i></p> <ul style="list-style-type: none"> • <i>All children- PSED, re-socialisation into new style routines, speaking and listening and regaining momentum in engaging in play and learning</i> • <i>All children will have opportunities for exercise and will be encouraged to exert themselves physically.</i> • <i>Independent children can learn in age-appropriate ways about how they can keep themselves safe, including regular handwashing and using tissues 'catch it, bin it, kill it'</i> • <i>Stories, singing and games can be used to help children to socialise and resettle into familiar everyday routines</i> 	<p>Low</p>	<p>HOST/SM</p>

<p>https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2</p> <p>https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</p>		<ul style="list-style-type: none"> • Acknowledge that gaps are unlikely to be closed immediately so our teaching will reflect this- on going. • Staff will use observational assessment on re-entry/new starters in an efficient, timely manner, to inform next steps. We will consider all the home learning that children may have engaged in. • SM may use EYPP funding to provide disadvantaged children with more intensive support. Target those with greatest need of additional support • Staff will follow the child's interests to develop confidence and engagement in the learning process • Share learning with parents and how they can continue to support at home through Zoom and Tapestry. • Changes to the learning environment and resources may be made to meet the current level of development. • The learning and development manager for the company will support settings. • Any gaps identified will be targeted. • HOST will plan more environment audit for the Spring term. 		
<p>How do practitioners offer high quality resources to support children's learning?</p>	<p>Medium</p>	<ul style="list-style-type: none"> • soft toys and similar resources are re introduced. • If a child needs a transitional object / comforter from home it needs to be one that is cleaned regularly and upon arrival can be changed daily or left at nursery. • Malleable materials such as playdough have RA in place at each setting if being used (including sand and water play). • Children to be outdoors in the fresh air as much as possible. • Robust cleaning routines are in place. 	<p>Low</p>	<p>HOST/SM</p>
<p>Transition summary documents will contain limited information</p>	<p>Medium</p>	<ul style="list-style-type: none"> • Key person to observe and monitor to form an overview of the child's stage of development and current needs with the information they currently have. 	<p>Low</p>	<p>SM</p>

		<ul style="list-style-type: none"> Share with families and ask them to tell you about what they have been doing at home and any new achievements- Tapestry 		
Section 7: Hygiene and Staying Safe: Things considered				
<p>Hygiene practices to limit transmission of infection</p> <p><i>Providers must follow the guidance set out in Section 3 Actions for early years and childcare providers (July 2nd 2020)</i></p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures</p> <hr/>	High	<ul style="list-style-type: none"> Current health and safety checklists used throughout the setting incorporate the context of Covid-19 – e.g. outdoors play area checklist An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. We have identified areas that require a regular deep clean, and record when completed / due again. The enhanced cleaning plan includes plans to ensure: <ul style="list-style-type: none"> Sufficient staff capacity in session times to clean and disinfect frequently touched surfaces e.g. toys, books, chairs, tables, door handles, toilet flush, toilets, taps & sinks, handrails and counters. Sufficient time for staff to undertake enhanced cleaning at the end of sessions, including cleaning equipment with anti-bacterial spray/wipes before next use by children Sufficient supplies of soap/handwash, paper towels, tissues and cleaning products are procured for expanding services to ensure constant supplies are available in every teaching and washing space A designated person has been allocated to monitor effective completion of tasks. Where possible, all spaces are well ventilated using natural ventilation (opening windows) Bathrooms are checked and cleaned more regularly. All staff, parents and service users need to abide by any changes enforced by Public Health England. 	Med/Low	HOST/SM/TW/MT

		<ul style="list-style-type: none"> • Lidded bins, preferably for tissues are emptied throughout the day. • Cash handling will be limited, we promote electronic payment systems • PPE is available for all staff • Extra uniform has been distributed. • Hand washing and anti-bac to be used. 		
<p>How to support children maintaining regular levels of hand washing/hygiene</p> <p>https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</p>	High	<p>Staff to give handwashing highest priority in the setting:</p> <ul style="list-style-type: none"> • Use a simple rhyme to support the process alongside singing and counting. Agree and implement the same routine to build understanding • Children will be supported in washing hands/using anti-bacterial hand wash or soap as soon as they enter the building at the start of the day and exit the building at the end of the day • Staff will model and support regular hand washing opportunities (20 seconds) throughout the daily routine, including before and after food. • Staff can use running water and soap, alcohol hand rub, sanitiser, skin-friendly wipes. Ensure there are adequate supplies throughout the session in all areas of the provision (contact HOST if supplies run at less than 48 hours supply) • Staff to ensure that all items are laundered regularly at within the setting, i.e. flannels, towels etc. They are not to be shared between children. 	Low	SM

<p>When children sneeze or cough, they will spread germs/bacteria</p>	<p>High</p>	<ul style="list-style-type: none"> • All staff will continue to educate children about the need to cough/sneeze into a tissue or their elbow, dispose of tissue and wash hands for 20 seconds. Bins will be emptied and sanitized regularly • Gloves and disinfectant are available in all areas in case a child coughs or sneezes on a piece of equipment. • A plentiful supply of tissues will always be available in all areas 	<p>Low</p>	<p>SM</p>
<p>Limit the resources that are shared between home and the early years provision</p>	<p>Medium</p>	<ul style="list-style-type: none"> • Children attending will not take 'home learning' resources to and from the setting. 	<p>Low</p>	<p>SM</p>
<p>Section 8: Staff updates, well-being and development: Things considered</p>				
<p>Staff wellbeing will be affected by the COVID-19 pandemic</p>	<p>Medium</p>	<ul style="list-style-type: none"> • Leaders will ensure staff are kept fully briefed and understand all aspects of the settings response to the pandemic • Staff are encouraged to focus on their well-being. Line managers are proactive in discussing well-being with the staff that they manage, including their workload. Especially where staff have worked continuously without a holiday • Through our Well-being Champion staff are signposted to useful websites and resources, self-care information and working from home guidance • Safeguarding supervision continue. 	<p>Low</p>	<p>TW/HOST/SM</p>

		<ul style="list-style-type: none"> • Ensure staff read and sign, and fully understand revised /new policies and risk assessments • Staff are encouraged to be vigilant regarding the well-being of other members of the team and discuss any concerns they have • Leaders to maintain regular contact with staff who are yet to return or working from home, to support their well-being • Ensure staff have an available support network to confirm understanding of information where staff need support with large amounts of written information. 		
Staff with under-lying health conditions and/or at a higher level of risk	High	<ul style="list-style-type: none"> • Seek medical guidance that may recommend that the staff member- RAG in place. • Staff RAG report updated at the beginning of Dec 2021. 	Low	HOST/SM
Staff Development in areas that support emerging needs for children and families	High	<ul style="list-style-type: none"> • EYFS procedures • Infection control - Considering the instruction and training that staff will need on infection control, for example putting on, taking off and disposing of PPE • Cleaning practices • Fire safety and evacuation procedures • Constructive behaviour management / PSED • Safeguarding • Risk management • Supporting children's health and well-being, • Induction programmes are in place for all new staff – either online or prior to them returning • Identify what further training is needed for staff to support them in their work with children and families in response to the changed context of COVID-19 • On-going supervisions. 	Low	HOST/SM



Section 9: Communications				
Key stakeholders are fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health	Medium	<ul style="list-style-type: none"> • <i>Communicate our plans for revised protocols / policies to parents and carers.</i> • <i>Ensure communications are in place for:</i> <ul style="list-style-type: none"> ○ <i>Staff</i> ○ <i>Children – at an age appropriate level</i> ○ <i>Parents</i> ○ <i>Other partners including peripatetic staff and health professionals</i> 	Low	TW & HOST

		<ul style="list-style-type: none"> • Arrange regular opportunities to get feedback from staff and parents / carers on the new arrangements. • Ensure all children's details are up to date, including contact numbers, any health and dietary changes etc. • Ensure that emergency contacts are updated in advance of wider opening and consider where these may need to change, for example if previous emergency contacts are in a shielded group. • Communicate plans in ways that are accessible to specific groups of parents and carers (for example, those with English as an additional language) and those who need support with large amounts of written information. • Remind parents and carers of the complaints policy setting out the routes to accept and resolve any low-level concerns that arise. 		
<p>There is clarity and understanding in maintaining social distancing and good hygiene</p>	<p>Medium</p>	<ul style="list-style-type: none"> • Clear signage is in place at entrances, near toilets, washing / changing, areas, promoting good handwashing and 'catch it, bin it' rules. And also the mandatory use of face masks. • All systems and procedures are visibly modelled and routinely monitored and reviewed throughout the day. • Website information and other marketing information is updated 	<p>Low</p>	<p>HOST & SM</p>

• Families with no recourse to public funds (NRPF)		NA		
--	--	----	--	--

Review

Initial Review Date	06.12. 21		
Assessor's Signature	<i>Emma Beard</i>	Date:	06.12. 21
Signature of Responsible Manager	Tricia Wellings	Date:	06.12.21
Next Review Date	21.12. 21		
Assessor's Signature	<i>Emma Beard</i>	Date:	21. 12.21
Signature of Responsible Manager	Tricia Wellings	Date:	21. 12. 21
Next Review Date	04.01.22		
Assessor's Signature	<i>Emma Beard</i>	Date:	04.01.22
Signature of Responsible Manager	Tricia Wellings	Date:	04.01.22

Useful Contact details:

1. Department for Education (DfE) helpline 0370 000 2288
2. Local Public Health England team in the event of anyone developing symptoms whilst in the setting: Telephone: 0344 225 3560 PHE West Midlands office, 6TH

Floor
5 St Phillip's Place
Birmingham, B3 2PW