

## Template 1: Key considerations for re-opening

### Risk assessment

'Every setting should carry out a risk assessment before opening. The assessment should directly address risks associated with coronavirus, so that sensible measures can be put in place to control the risks for children and staff. **All employers have a duty to consult employees on health and safety, and they are best placed to understand the risks in individual settings.**' Source: *Actions for educational and childcare settings to prepare for wider opening from June 1 2020* [www.gov.uk](http://www.gov.uk)

This checklist is not a full risk assessment but uses a risk assessment approach to address some key issues for re-opening as identified by the government. Providers may wish to complete full risk assessments for specific areas where there is a clearly identified hazard that could result in death or significant harm and where specific control measures are required to remove or reduce the risk. This form should be updated as the situation evolves and more children begin to attend the setting. It is also important to note that this is not a definitive list of the considerations you will need to make, they are only suggestions. This template, as with others in the Welcome Back bundle is best used in conjunction with the information in the presentation and facilitator notes.

**Name of setting:** Caversham Heights Pre-school

**Form completed by:** Katharine Yarwood

**Were all staff involved in completing the form?** Yes/No

**Has this form been shared with the Committee/Registered person?** (if appropriate). Yes/No

**Proposed re-opening date:** 1<sup>st</sup> June

**Completion date** (add revision dates each time form is updated): 20<sup>th</sup> May 2020

**Date revised:** 20<sup>th</sup> May 2020, 1<sup>st</sup> June 2020  
(Repeat as necessary)

**Manager's signature:** Katharine Yarwood

Identify the risk or issue for consideration	What actions are required	Target timescales and responsibility
<b>Staff availability, and well-being</b>		
How many staff are able to return to work on the opening date?	Check status of staff who may be: <ul style="list-style-type: none"> <li>• Clinically vulnerable themselves</li> <li>• Shielding somebody who is extremely clinically vulnerable</li> <li>• Self-isolating due to symptoms of coronavirus</li> <li>• Not available for 'other reasons'</li> </ul>	staff will return – Kath, Hazel, Nadine, Nuria, Diane Shielding somebody - Helen Other reasons - Alice
Are key staff available for designated roles and responsibilities such as: <ul style="list-style-type: none"> <li>• Paediatric First Aiders</li> <li>• Designated person for safeguarding</li> <li>• SENCO</li> <li>• Support staff for children with SEND</li> <li>• Manager</li> <li>• Named Deputy</li> <li>• Cook</li> <li>• Cleaner</li> </ul>	<ul style="list-style-type: none"> <li>• Check PFA disapplications and modifications in government guidance</li> <li>• Check status of mandatory training such as safeguarding</li> <li>• Ensure that staff supporting children with SEND are competent and knowledgeable of the needs of individual children</li> </ul>	<ul style="list-style-type: none"> <li>• All paediatric first aiders</li> <li>• Each group to have designated person for safeguarding Kath / Hazel</li> <li>• SENCO Hazel available for support</li> <li>• Manager Kath available for support</li> <li>• Deputy and manager working in separate groups</li> <li>• Cleaner - Church</li> </ul>
Are staff confident and emotionally supported to return to work?	<ul style="list-style-type: none"> <li>• Consider mental health and wellbeing of staff</li> <li>• Discuss main concerns about returning to work</li> <li>• Involve staff in risk assessment</li> <li>• Ensure roles and responsibilities are clearly communicated</li> <li>• Ensure staff understand rationale for small groups and social distancing</li> <li>• Consider how and where staff take their breaks - with social distancing in mind</li> </ul>	-Welfare call to all staff. -Zoom meeting before we start to discuss concerns. -Risk Assessment - Kath, Hazel, Catherine and Charlotte. -Roles and responsibilities to be discussed at Zoom meeting -Staff understand rationale and social distancing
Do you have enough PPE, hand sanitiser, hand	<ul style="list-style-type: none"> <li>• Do staff understand the current guidance concerning the</li> </ul>	-Will share at meeting

washing facilities etc for every member of staff?	wearing of face masks (not recommended in childcare settings unless dealing with symptomatic child who is isolated until collected) <ul style="list-style-type: none"> <li>• Ensure supplies are in place prior to re-opening date</li> <li>• Do staff know how to remove PPE correctly to avoid contamination</li> </ul>	-PPE has been purchased -Remind staff how to remove and importance of handwashing
How do staff and service users currently travel to the provision?	<ul style="list-style-type: none"> <li>• Encourage where possible to walk to work or cycle.</li> <li>• Avoid using public transport</li> <li>• Secure enough parking for bikes and motor vehicles</li> <li>• Encourage parents to walk to your setting where possible.</li> </ul>	No one uses public transport.
Amend policies and procedures to reflect current government guidance	<ul style="list-style-type: none"> <li>• Create procedure for isolating child who is showing symptoms of coronavirus</li> <li>• As above for staff</li> <li>• Review and amend other procedures with staff</li> <li>• Ensure every practitioner is aware of revised procedures</li> </ul>	-In place -Make sure staff are aware of procedure
Allocate named groups of children to specific staff, using a key person approach	<ul style="list-style-type: none"> <li>• Discuss individual needs of children with their key person</li> <li>• Create plans for establishing contact with parents</li> <li>• Consider grouping (see next section)</li> <li>• Maintain original key grouping where it is possible to do so.</li> </ul>	-Children in 2 groups with key person where possible. -Groups need adjusting now we know numbers -Parents contacted by Kath -Key person to contact parents via Tapestry with a welcome back message Welcome backpack sent to parents. Virtual home visit to be organised by Kath for Wednesday 3 <sup>rd</sup> June.
<b>Identify the risk or issue for consideration</b>	<b>What actions are required</b>	<b>Target timescales and responsibility</b>
<b>Organising groups</b>		

<p>Identify how many children require a place</p>	<ul style="list-style-type: none"> <li>• Discuss with parents</li> <li>• Once you know how many children want to come back consider how you will organise 'small groups' using EYFS ratios to work out group sizes as advised in government guidance – see also facilitator notes</li> <li>• If demand exceeds capacity, prioritise as follows; essential workers, vulnerable children; children whose parents cannot work at home; 3 and 4 year olds; then younger children</li> <li>• It is probably best to defer new starters at this point in time</li> </ul>	<ul style="list-style-type: none"> <li>-Parents contacted</li> <li>-Two groups with max 10 children in each. 2/3 staff per group.</li> <li>-Younger children will start once it is safer and we are in a better position to work with the younger children's needs.</li> <li>-No new starters.</li> </ul>
<p>Organise the environment to minimise risk of cross infection and social distance where possible</p>	<ul style="list-style-type: none"> <li>• Use the space available and maintain EYFS space requirements as a minimum, please also note that some LAs are recommending a free floor area of 6 x 2m per room per child for children aged between 0 to two-years-old and 4 x 2m for children aged between three to five-years old. <i>This is a doubling of the normal recommendations.</i></li> <li>• Define areas in open-plan spaces to avoid small groups coming into contact</li> <li>• Stagger opening times, mealtimes and outdoor play for small groups</li> <li>• Introduce cleaning schedule for areas that will be used by different groups such as book corners cleaned after each group has finished, tables wiped down after each group finished</li> <li>• Use outdoor area as additional space</li> <li>• Use signage to mark 2m for parents waiting to collect/drop off</li> <li>• Sign children in/out for parents</li> <li>• Consider how you will organise signing of accident records, medicine records etc.</li> </ul>	<ul style="list-style-type: none"> <li>-limiting the number of children to max 6 to begin with</li> <li>-Use Woodcote room and outside area</li> <li>-Clean tables before and after use and before and after eating.</li> <li>-Encourage children to play in groups of &lt;2</li> <li>-&lt;4 outside playing</li> <li>-1 parent at drop off. Keep 2 metre distance. Signage/posters</li> <li>-small number of books in a box cleaned after use.</li> <li>-lpads cleaned daily.</li> <li>-toys cleaned daily with spray disinfectant.</li> <li>-Staff on gate to sign children in and out for parents</li> <li>-<b><u>Email to parent to be signed?</u></b></li> </ul>

Identify the risk or issue for consideration	What actions are required	Target timescales and responsibility
<b>Attendance</b>		
Make sure you can meet the demand for places	<ul style="list-style-type: none"> <li>• If you are unable to provide a place to a child due to demand exceeding capacity, discuss with your local authority to see if child can attend another setting. If they are offered a place elsewhere, they should attend the alternative setting consistently whilst restrictions are in place</li> <li>• Remind parents to inform you if their child is going to be absent and record the reasons why.</li> </ul>	<p>-We can meet demand at present.            -Message in newsletter to remind parents to let us know if child is absent and why.</p>
Reassure parents who are concerned about sending their child back to your setting	<ul style="list-style-type: none"> <li>• A personal call to parents may help to reassure them that you are taking all possible actions to protect their child</li> <li>• Make reference to the science that the government uses and is contained in the documents referred to you in the Welcome Back resources</li> </ul>	<p>-Parents have been called.</p>
Identify the risk or issue for consideration	What actions are required	Target timescales and responsibility
<b>Curriculum</b>		
Use reasonable endeavours to deliver the learning and development requirements	<ul style="list-style-type: none"> <li>• Consideration of the curriculum is addressed in <i>Welcome Back bundle, Pack 3</i></li> </ul>	<p>-Kath and staff to look at curriculum plan for this term</p>
Begin to plan for re-settling	<ul style="list-style-type: none"> <li>• Focus on the needs of the individual child and structure activities and resources as you would for settling in a new child.</li> <li>• Gather information from parents prior to their child starting</li> </ul>	<p>-Good opportunity to be really in the moment.            -Send parents More about me form to complete before returning to setting.</p>

	<ul style="list-style-type: none"> <li>Refer to <i>Welcome Back bundle, Pack 3</i></li> </ul>	-Kath to read pack 3 once published. Share with staff.
<b>Other considerations</b>		
Food supplies and other resources		Families to provide child's snack. No lunch until further notice.
Enhanced infection control procedures, including suspending certain activities and removing some resources		No sand play or play dough? No soft toys To discuss with staff Kath has completed infection control training.