

Covid-19 Plan and Risk Assessment for Returning to EY Settings

Government Advice and Guidance -

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/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

Actions for Educational and Childcare Settings - <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

Information for Parents and Carers - <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers>

COVID19 Ofsted rolling update - https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update?utm_source=196f91ac-15f4-40fe-8c5e-a00193689ac3&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

Name:

Date:

Organisation and staffing

	Action	How	Role/ Name	Other contacts	Notes
1	Organisation Organise the return to the EY setting in light of Government advice	Bearing in mind any updated advice given, organise how the day will run: Consider timings of the day Consider how snack and lunchtimes will be managed In order to try and minimise contact and open with smaller groups do we need a maximum number of children in the room? E.g. split sessions up so have half the group in. Maybe think about only half days, or alternate days.	KY	DFE guidance	https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings Session times 9.15-12.15 2 groups: Tue/Wed and Thu/Fri 2 staff teams 11 children in total
2	Opening Communicate with parents that the setting will be opening on 2 nd June	Contact parents to determine how many children will be returning on 1 st June. Share risk assessment with parents before opening. Update website and inform Family Information Service. Inform Ofsted and Early years Team.	KY/BM/Chair		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

3	<p>Staffing</p> <p>Find out which members of staff are able to work and produce a staffing plan.</p> <p>Have plans in place for covering staff who are on a 12-week isolation period and contingency plans for if this time is increased further.</p>	<p>Contact staff, consult on Risk Assessment and check availability.</p> <p>Draw up a staffing plan and communicate with parents.</p> <p>Share Dfe guidance for clinically vulnerable and extremely clinically vulnerable staff.</p>	KY		Completed
4	<p>External contractors (if appropriate)</p> <p>Contact the external companies and inform them that the setting will be opening and ask about staff availability and provision going forward.</p>	<p>Implement safe distancing for the delivery of Milk and fruit provide</p>	KY		Contact milk and more to restart delivery.
5	<p>Policies and procedures</p> <p>Communicate policy and procedures to staff</p>	<p>Update Staff/committees with (but not limited to):</p> <ul style="list-style-type: none"> • Covid-19 Policy and procedures and any risk assessments that have been written • Safeguarding and Child Protection • Data Protection Policy • Updates from the DFE and guidance from the Public Health England 2020 • Arrangements for the return of children and parents. 	KY		https://www.nhs.uk/conditions/coronavirus-covid-19/

6	<p>Finances & Funding</p> <p>Early Years settings will have their own unique set of circumstances.</p>	<p>Speak to the Local Authority Early Years Funding team.</p>	<p>BM</p>	<p>DFE guidance</p>	<p>https://www.gov.uk/government/publications/use-of-free-early-education-entitlements-funding-during-the-coronavirus-outbreak</p> <p>https://www.gov.uk/business-coronavirus-support-finder/y</p> <p>https://www.gov.uk/government/news/top-up-to-local-business-grant-funds-scheme</p> <p>https://www.gov.uk/government/news/eligibility-for-government-childcare-offers-protected</p>
7	<p>Early Years Pupil Premium</p> <p>Ongoing financial support for EYPP families</p>	<p>How might these funds be utilised if children are not returning to the setting?</p>	<p>KY</p>		<p>These funds are being used for staff training</p>
8	<p>Events</p> <p>Consider planned events and decide what can or cannot go ahead and how government guidance can be adhered to</p>		<p>KY</p>		<p>End of term party</p> <p>Sports day – Organise a virtual sports day.</p> <p>AGM</p> <p>Parents evening – Arrange via zoom</p>

Health and Safety

	Action	How	Role/ Name	Other contacts	Notes
9	<p>Cleaning</p> <p>Ensure that the setting is clean and that cleaning products are available.</p> <p>Ensure processes are in place for cleaning during the day</p>	<p>Increase cleaning throughout the setting in line with Public Health England guidance.</p> <p><i>Remove all soft furnishings and items that cannot be cleaned easily.</i></p>	Church/KY	DFE guidance	<p>No rugs</p> <p>Remove cushions from Woodcote room.</p> <p>Cleaning schedule share with staff.</p>
10	<p>H and S checks</p> <p>Carry out a Health and Safety check of all areas of the premises, including the outdoor space.</p>	<p>As per policy.</p> <p>Implement respiratory hygiene policy, catch it, bin it, kill it.</p> <p>Wash hands regularly for 20 seconds with soap and water.</p>	Church/KY		<p>KY and HL to do H/S check</p> <p>Tissues provided</p> <p>Wash hands</p>
11	<p>Site</p> <p>Prepare spaces for the children/parents</p>	<p>Plan and display information posters for parents/carers/visitors in welcome areas as per Government Guidelines for hand washing and social distancing etc. as appropriate.</p> <p>Ensure that there is access to drinking water, facilities for hand washing, and access to hand sanitiser if appropriate.</p>	Church/KY	DFE	<p>Put up displays for parents on the fence by gate.</p> <p>Children provide drinking water.</p> <p>Hand sanitiser purchased</p>

12	<p>Infection control</p> <p>Communicate infection control measures to staff, visitors and parents</p>	<p>Training/CPD</p> <p>Posters</p> <p>Emails</p> <p>Texts</p> <p>Include guidance on handwashing and hand sanitiser facilities</p> <p>Update the website if applicable</p> <p>Ensure policy and procedures are in place as necessary.</p>	KY		
13	<p>Kitchens</p> <p>Clean and disinfect all areas and surfaces prior to reopening and if necessary, utilise pest control for insect infestations, particularly in the kitchen and/or food preparation areas. Deep clean the kitchen prior to reopening before food preparation resumes.</p>	<p>Refer to Health and Safety guidance and policy.</p> <p>Children not to participate in food preparation and baking activities.</p>			<p>https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</p> <p>Clean after use.</p> <p>Cleaned by Church before open.</p>

Curriculum

	Action	How	Role/ Name	Other contacts	Notes
14	<p>Summer term activities</p> <p>Plan activities in line with age and stage of children. Focus on PSE</p>	<p>Utilize outside space as much as possible.</p> <p>Endeavour to implement the learning and development requirements of the EYFS.</p>	KY/HL		<p>Discuss Summer term plans with staff.</p> <p>Use In The Moment</p>
15	<p>Reporting to parents/carers</p> <p>Decide what is happening with regards to reporting to parents.</p>	<p>Communication with parents by telephone, email or text. Social distancing at all times.</p>	KY/all staff		<p>Communication by telephone and email.</p>
16	<p>Transition</p> <p>Put in place transition arrangements for children</p>	<p>Email transition activity letters to parents.</p> <p>SEND transition passport.</p> <p>Organise appropriate transition activities for the pupils, depending on the situation with Covid-19.</p> <p>Staff to liaise with new schools</p>	KY		<p>Transition activities planned and ready to send to parents of those children staying at home.</p> <p>Check with SENCO any children needing extra support.</p> <p>Staff in contact with schools</p>
17	<p>Appraisal/supervision</p> <p>Decide upon arrangements for performance management/ appraisal</p>	<p>Appraisal/supervisions to be carried out electronically or by telephone.</p> <p>Share updates with staff/parents/carers/Governors /committee members</p>	Chair/KY		<p>Appraisals to be do via Zoom</p>

18	Waiting list/new parents	<p>Keep in regular contact.</p> <p>Provide photographs of nurseries and practitioners.</p> <p>Virtual tours.</p>	BM/KY		Send out the welcome back pack to new starters. (may need adapting)
19	SEND Where possible plan and book in annual reviews	<p>Contact to EY SEND team.</p> <p>Complete risk assessment with parents to ensure that child's needs can be safely met in the setting.</p>	HL		<p>https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance</p> <p>SEND code of practice</p>

Safeguarding

	Action	How	Role/ Name	Other contacts	Notes
20	Support for vulnerable families Plan a support package for families who are vulnerable in order to help them transition back to your setting Use Risk Assessments from during the lockdown period to make judgments about what adjustments may need to happen in your setting	<p>Telephone calls to families if needed</p> <p>Individual support plans around the family, working alongside other agencies as appropriate.</p> <p>Plan and prepare a collection of signposting opportunities to share with families if needed e.g. Bereavement advice, financial advice etc.</p> <p>Decide which member(s) of staff will be the single point of contact for parents and communicate this to parents.</p> <p>Ensure policies and procedures are in place where necessary.</p>	KY	<p>LA services</p> <p>Charities e.g. Daisy's Dream</p>	<p>N/A</p> <p>Check more about me for support needed eg Daisy's Dream</p> <p>Kath Yarwood to be single point of contact for parents to communicate with.</p>

21	Absence Understand what is happening with regards to the recording of absences e.g. with parents who decide not to send children back to school yet / families isolating	Take advice from LA team and national guidance. Setting to keep a record for evidence. Parents to notify setting of absence.	KY/HL		Record who is not returning Log of daily attendance staff and children shared with church weekly entry@cavhmc.org.uk Remind parents to notify absence.
----	--	--	-------	--	--

Well being

	Action	How	Role/ Name	Other contacts	Notes
22	Support systems Ensure that there are support systems in place for staff to support their mental health and well-being	e.g. Set up systems so that staff can talk to key members of staff if they need to.	KY	Borough well-being contacts	Kath to do Mental Health Training.
23	Dealing with concerns Provide an opportunity for parents and carers to raise issues and concerns	Dedicate a member(s) of staff to be the single of contact for parents via email and/or phone. Update website if necessary. Inform parents Update Staff/committee members accordingly. Plan and prepare a collection of signposting	KY		Kath to be contact via email Supervisor@cavershamheights-preschool.org Inform parent, staff, committee, update website

		opportunities e.g. Bereavement advice			
24	Mental health and well-being Plan positive mental health and wellbeing learning opportunities to support children's transition back into the setting	Plan learning opportunities to transition back to school, e.g. support for children's mental health and well-being, bereavement advice if appropriate, expectations, information about routines etc. Identify key families who may need extra support if possible. Update website if applicable Share this information with staff/parents/carers	KY		Plan wellbeing activities for children. We have a selection of children's books about bereavement. Use More About Me to identify families who may need support.
25	Nurture and team building Plan opportunities for children to have time to share their thoughts and feelings with members of the setting – about the virus or events in lockdown.	Nurture opportunities Pastoral care and support in place Time for children to talk and be with adults	KY/HL		Due to small groups there will be opportunity to talk to the children about their experiences and feelings. Plan some PSHE activities to support this

New learning

	Action	How	Role/ Name	Other contacts	Notes
--	--------	-----	---------------	----------------	-------

26	<p>Discuss with stakeholders:</p> <p>What positives are there from this?</p> <p>Have we learned any new and better ways of doing things?</p> <p>What systems in the setting might we change?</p>	<p>Build new ways of doing things into setting systems</p> <p>e.g. in light of what may have worked well with engagement of parents/ support.</p>	KY/HL/chair		<p>Tapestry helped with getting activities to the families in lockdown.</p> <p>Improvement – get key staff to contact families every couple of weeks for a welfare call.</p>
----	--	---	-------------	--	--