Early Years reopening checklist and risk assessment

Current Version date: 03.06.20

Given the wide diversity of Early Years settings in Cumbria there will not be one single approach to reopening that applies to all. Each setting will need to make their own decisions following a risk based assessment process. Support will continue to be available to settings from the Learning Improvement Service Early Years Team. Please contact your link adviser if you have any questions.

“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 employers 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 reopening from 1st June 2020: Gov.uk 12.5.20)

The information in this document links to current government guidance. You should ensure you have read the full guidance (see links on next page). This document is intended as guidance only and should be amended to suit the working practices of your childcare setting.

You may also find it useful to work with your staff to develop a written **Operational Plan** (see Appendix 1**)**. This will ensure all staff are clear about how the setting will operate on a day to day basis once you reopen and will reassure staff and make them feel valued. This will be a working document that you may have to revisit and alter regularly as you learn what works best. You may find that sharing this document with parents will relieve any anxiety they may have about their child returning to your setting.

**Items in green are additions made 28th May, following further government guidance**

**Items in purple are additions made 3rd June, following further government guidance**

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|  | **Name of Setting:** | | | | | **Officers Name:** |
|  | **Manager (or person completing this):** | | | | | **Date of completion:** |
|  | **We would advise you to read the current government guidance:**  <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>  <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>  <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june>  <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>  <https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update?utm_source=791ad138-baed-402e-8b8d-d0592ef18f8a&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate#early-years-and-childcare> | | | | | We have consulted with the Early Years Reference Group who have provided very helpful support and guidance which will support you in opening your provision during this ever changing time.  This document includes Government guidance up to 1st June 2020 |
|  | GENERAL | | | | | |
| **Actions needed** | | **Risk level**  **Red/Amber**  **Green** | **Date to be completed** | **By who** | **Date completed** | **Comments and any further actions if needed.** |
| Contact your insurance company to inform them that you are open | |  |  |  |  |  |
| Inform Ofsted that the setting is open, with days and time of operating (this may have changed)  Contact Ofsted via e-mail  [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  Quote in subject field “change in operating hours” and include your EY registration number in your message | |  |  |  |  |  |
| Inform CCC that your setting is open via your Early Years Adviser or [childrens.information@cumbria.gov.uk](mailto:childrens.information@cumbria.gov.uk) | |  |  |  |  |  |
| Sustainability – Would you like a Business Health Check/advice? | |  |  |  |  |  |
|  | HEALTH AND SAFETY - Follow the COVID-19: cleaning of non-healthcare settings guidance;  <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings> | | | | | |
| **Actions needed** | | **Risk level**  **Red/Amber**  **Green** | **Date to be completed** | **By who** | **Date completed** | **Comments and any further actions if needed.** |
| Do you have suitable signage and visual instructions displayed as required including:  - entrance and exit points  - directions and routes  - recommended distance markers if needed  - rules  - up to date COVID -19 health posters | |  |  |  |  |  |
| - carry out the following maintenance checks:  - legionnaire risk reduction; prior to opening run all taps (including shower heads) for 5 minutes each and flush all toilets  - check outdoor area to ensure it is clear of all hazards  - check all play equipment is safe and ready to use  - ensure the outdoor area is well resourced | |  |  |  |  |  |
| - check fire and smoke alarms are in working order before reopening  - Consider adjusting fire alarm procedures, for example assembly points, and how you will ensure that staff are trained in them  - ensure any barriers you have used to segregate children do not impede access to fire exits | |  |  |  |  |  |
| - refresh your risk assessment and other health and safety advice for children and staff in light of recent government advice, identifying protective measures (such as the things listed below). Also ensure that all health and safety compliance checks have been undertaken before opening  - organise children into small group sizes  - try to keep group sizes to a  maximum of 8 children  - ensure that there are no more than 16 children in a group  - if you have different cohorts of children at different times of the day consider having smaller group sizes to limit the number of children staff are in contact with  - try to maintain consistency of staff with groups of children daily and across the week  - keep physical distancing between groups of children and staff as far as possible  - consider staff ratios within groups to ensure children are kept safe at all times including staff meal times and comfort breaks  - try to ensure that individual groups use the same area of a setting throughout the day as much as possible  - ensure that children are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days  - reduce the sharing of toys and resources between groups  - ensure that any toys or resources that are shared between groups of children can be easily cleaned  - consider which activities could take place outdoors  - stagger meal and snack times  - plan parents’ drop-off and pick-up protocols that minimise adult to adult contact  - only one adult should bring a child to nursery, to minimise adult to adult contact  - consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously  - remove unnecessary items from learning environments where there is space to store it elsewhere  - remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts, playdough and sand)  -ensure that sufficient handwashing facilities are available.  - take hand dryers out of use – use disposable paper towels  - where a sink is not nearby, provide hand sanitiser (60 – 70% alcohol)  - keep sanitiser out of reach of children and check for allergies  - clean surfaces that children and staff are touching, such as toys, books, tables, chairs, door handles, sinks, toilets, light switches, bannisters, more regularly than normal  - ensure that there are clear procedures for maintaining stringent cleaning processes for food preparation areas, dining areas and table coverings  - clean outdoor equipment regularly, before and after use and between groups  - ensure that all adults and children: frequently wash their hands with soap and water for 20 seconds and dry thoroughly  - clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing  - are encouraged not to touch their mouth, eyes and nose  - use a tissue or elbow to cough or sneeze and use bins for tissue waste (‘catch it, bin it, kill it’)  - ensure that help is available for children who have trouble cleaning their hands independently  - consider how to encourage young children to learn and practice these habits through games, songs and repetition  - ensure that bins for tissues are emptied throughout the day  - where possible foot operated/ lidded bins should be in use to help reduce hand contact  - use liners that can be tied or sealed and these can go bagged into normal waste  - where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units – (follow appropriate guidance on the use of ventilation units)  - prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation  PPE  - PPE is only needed in a very small number of cases including:  - babies and children whose care routinely already involves the use of PPE due to their intimate care needs  - individual Health Care plans which include infection control/ risk management should be followed when carrying out personal care and these must include continuing to use the PPE that they would normally wear when carrying out this task  - if a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained  - if contact with the child or young person is necessary, then gloves, an apron and a facemask should be worn by the supervising adult  - if a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn  - ensure that staff are aware of the correct procedures for putting PPE on and off and for its disposal, see <https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures> | |  |  |  |  |  |
| **Shared Premises**  - there should be site rules in place for common/shared areas and these should be communicated and adhered to by all relevant parties  - share your risk assessments and risk management with other user groups and the owner/manager of the site  - your risk assessments and procedures should take into account any relevant site rules and procedures  - communicate to staff and ensure they adhere to any instructions, advice, and guidance and site rules provided to them  **Childminders –**  It may be difficult for childminding settings, where family members are also present, to limit their use of shared spaces. Consider whether a specific room could be designated for childcare during the day**.** | |  |  |  |  |  |
|  | STAFFING  Link to current changes to the EYFS statutory framework  <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>  <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 needed** | | **Risk level**  **Red/Amber**  **Green** | **Date to be completed** | **By who** | **Date completed** | **Comments and any further actions if needed.** |
| Hold “Keep in touch” phone calls with all staff who are not working | |  |  |  |  |  |
| Consider staff that are asked to work; are they in a high risk group? For example: age, pregnant, underlying health condition, etc | |  |  |  |  |  |
| Hold individual return to work meetings with staff and consider:  - staff well-being  - family well-being  - updating your health declaration sheets | |  |  |  |  |  |
| Increase regularity of staff supervisions according to need, ensure staff wellbeing is a priority  Useful document from ‘Every Life Matters’ [Wellbeing and mental health during Covid-19: A guide to looking after yourself and others](https://www.every-life-matters.org.uk/wp-content/uploads/2020/04/ELM006-COVID-19-public-info-a5-booklet-AW-online-1.pdf) | |  |  |  |  |  |
| Try to arrange for staff meetings and training sessions to be conducted virtually | |  |  |  |  |  |
| Ensure that all staff returning to work have been provided with specific training/ information detailing the required safe working arrangements and emergency measures in place including risk assessments and updated policies and procedures. | |  |  |  |  |  |
| - allow time for staff to clean/deep clean as required  - allow time for staff to have breaks, and check their wellbeing  - consider reducing opening times initially | |  |  |  |  |  |
| Ensure staff deployment meets the requirements of the Statutory Framework for the Early Years Foundation Stage | |  |  |  |  |  |
| Ensure first aid qualifications meet current guidelines.  *“Statutory guidance* ***Early years foundation stage: coronavirus disapplications” See link above.***  The disapplication only applies where you have children aged 2 years and above.  You must have someone with a full current paediatric first aid qualification on site at all times where you have children aged 0 – 24 months | |  |  |  |  |  |
| Check all core training is up to date, including first aid and safeguarding. If core training has expired book courses as a matter of urgency | |  |  |  |  |  |
| Ensure all staffing levels are in place for opening and you have a contingency plan should a member of staff need to isolate | |  |  |  |  |  |
| Consider the impact of staff availability and their qualification levels on staff to child ratios and on other relevant provisions in the statutory framework for the EYFS, including the requirement to have a designated safeguarding lead and the expectation to identify a special educational needs co-ordinator (SENCO). | |  |  |  |  |  |
| Ensure a robust policy is in place relating to staff seeking a test and self- isolating should they develop symptoms of COVID19 (follow government guidelines) | |  |  |  |  |  |
| Include a procedure that if a child or staff member has a positive COVID 19 test that you will follow Government guidance and then notify Ofsted and Cumbria Covid-19 Contact Centre on 0800 783 1968 | |  |  |  |  |  |
| Have a procedure that when a child or staff member tests positive to coronavirus the rest of their group/room within the setting should be sent home and advised to self-isolate for 14 days. See link above for Government guidance  The other household members of that wider class or group do not need to self-isolate unless the child or staff member they live with in that group subsequently develops symptoms. | |  |  |  |  |  |
| Ensure a robust policy is in place should a member of an employee’s household shows symptoms of COVID 19 (follow government guidelines) | |  |  |  |  |  |
| Promote social distancing amongst staff members as much as possible and ensure managers monitor this, particularly consider staff rooms. (follow government guidelines) | |  |  |  |  |  |
|  | POLICIES AND PROCEDURES – these should be updated to include all the relevant guidance. In particular consider the following:- | | | | | |
| **Actions needed** | | **Risk level**  **Red/Amber**  **Green** | **Date to be completed** | **By who** | **Date completed** | **Comments and any further actions if needed.** |
| Review all children’s registration forms with parents and consider:  - emergency contacts  - who is authorised to collect children (grandparents may be in isolation) | |  |  |  |  |  |
| Review all relevant policies relating to social distancing especially at arrivals and departure. For example: implementing one parent drop off/pick-up, staggered arrival and departure times, collect children from parent directly from car | |  |  |  |  |  |
| Consider and communicate with parents how you will settle-in children as they return, if they are upset. Your existing policy may be unworkable, for instance if it involved parents stopping with them. You may have to ensure parents are available to collect children early if necessary. | |  |  |  |  |  |
| Consider and communicate a policy on bringing items and toys from home. This should only be done if absolutely essential and, where this is the case, items should be appropriately cleaned on arrival | |  |  |  |  |  |
| Have a procedure in place to communicate that the washing of clothes at the end of each day, for children and staff is recommended. | |  |  |  |  |  |
| Have a procedure in place so that on arrival all parents and staff will be asked to confirm that **NO** household member is showing any symptoms of COVID 19 | |  |  |  |  |  |
| Safeguarding updates  - refresh or review of your child protection arrangements in light of coronavirus (COVID-19). This could take the form of a coronavirus (COVID-19) annex and include:  - how to identify and act on new safeguarding concerns about individual children  - continue to have a practitioner designated to take lead responsibility for safeguarding. It is acceptable for the safeguarding lead not to be based on-site if this is not practical, for example they may be working from home or be based at another setting, as long as they are still available to provide support, advice and guidance to staff.  - ensure that all childcare staff have access to a designated safeguarding lead practitioner and know on any given day who that person is and how to speak to them  - include any updated advice received from the local safeguarding partners  - update with advice received from the local authority, for example EHC plan risk assessment, attendance and keep-in-touch mechanisms  - continue to liaise with social care  - ensure staff know what they should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children  - how the updated policy links to the broader risk assessment to be conducted before opening  - remind staff about the strategies they are using to keep children safe on line and share this with parents  All staff and parents should be made aware of the changes to the policy and be kept up to date as it is revised. | |  |  |  |  |  |
| GDPR  - update your GDPR policy to include permission to share parent’s contact details with the Cumbria Covid-19 contact centre and the NHS test and trace service. Get parent’s permission for this. | |  |  |  |  |  |
| Update Sickness Policy to include:  - following the current government guidelines (<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>  - Government guidelines for COVID 19 exclusion period  - having a designated quarantine area within the setting  - the procedure to follow if any child or staff member shows symptoms of COVID19 and include that they must be quarantined immediately and sent home  - what to do if a staff member or child tests positive for coronavirus (see above) | |  |  |  |  |  |
| Administering medicine policy – some providers have changed their policy to say they will not administer liquid paracetamol, children should be kept at home if they have a temperature | |  |  |  |  | |
| Payment Policy  - review this to reflect your current practice | |  |  |  |  | |
| Visitors Policy  - only allow essential visitors into the setting, if possible by prior arrangement (follow government guidelines)  - have effective contractor management procedures in place to manage access for essential works/ statutory maintenance/ testing  - where essential access is permitted social distancing measures followed and access to undertake work/ services managed to avoid groups (2m)  - arrange for deliveries to be made observing social distancing, no goods or food physically handed over | |  |  |  |  | |
| Consider completing or revisiting the LISEY 3 audit | |  |  |  |  | |
|  | **CHILDREN**  We appreciate that social distancing with young children is practically impossible and children will need to be comforted. | | | | | |
| **Actions needed** | | **Risk level**  **Red/Amber**  **Green** | **Date to be completed** | **By who** | **Date completed** | **Comments and any further actions if needed.** |
| Inform parents that you plan to open on a given date (follow the Government guidelines to determine which children can attend) Key workers and vulnerable children up to 31 May 2020 – 1 June All children | |  |  |  |  |  |
| Prior to opening, contact parents and explain the new arrival and departure procedures and explain the importance of keeping to these new rules | |  |  |  |  |  |
| If children have attended a childcare hub gather any relevant information to support their wellbeing and learning | |  |  |  |  | |
| Wellbeing of children  - settings should gather information on individual children about their worries or concerns about the situation.  Coronavirus and bereavement  - if you require support and further information please contact the Early Years Team and refer to the guidance that was included in the summer 2020 Early Years Newsletter  - consider how stories, singing and games can be used to help children to socialise and resettle into familiar everyday routines. | |  |  |  |  | |
| PSED  - place a high focus on personal social and emotional development when planning your activities.  - use the CCC “Welcome Back” document to help you support children and their families | |  |  |  |  | |
| Learning and development  These are exceptional circumstances and the priorities at this time is keeping children safe and well cared for. Settings will not be required to undertake the progress check at age 2 during the coronavirus (COVID-19) outbreak.  - continue to support early language and communication skills  - support children’s physical development and give them plenty of opportunities for exercise  - use reasonable endeavours to deliver the EYFS learning and development requirements as far as possible | |  |  |  |  | |
| Outdoors  - fully utilise your outdoor area. Be outside as much as possible | |  |  |  |  | |
| Departures  - to prevent congestion at departure times consider other ways of sharing the information with parents about their child’s day e.g. electronic journals, private messages etc. | |  |  |  |  | |
| - consider how to continue to support the learning of children who do not attend, including how these children can maintain contact with their key person and peers and how parents and carers can be supported to provide a positive learning environment at home | |  |  |  |  | |
|  | **Children with additional needs and vulnerable children** | | | | | |
| **Actions needed** | | **Risk level**  **Red/Amber**  **Green** | **Date to be completed** | **By who** | **Date completed** | **Comments and any further actions if needed.** |
| - consider how to encourage attendance of vulnerable children and the best way to support them to settle back into the setting according to their needs and their individual family circumstances  - update and review support plans in light of current situation  - ensure your setting will have the staffing needed to support children with SEND at safe ratios, that there is a member of staff designated as a SENCO or interim SENCO and how this can best be accommodated in the planning of groups of children in your setting  - consider how you will involve parents and carers in planning and agreeing any changes to support, including reviewing EHC plans  - ensure you review EHCPs following protocols. You may have to consider the use of digital technologies to liaise with external agencies. | |  |  |  |  | |
|  | **OTHER** | | | | | |
| **Actions needed** | | **Risk level**  **Red/Amber**  **Green** | **Date to be completed** | **By who** | **Date completed** | **Comments and any further actions if needed.** |
| Shared provision  - to minimise contact between groups of children and staff, children should attend just one setting wherever possible and parents and carers should be encouraged to minimise as far as possible the number of education and childcare settings their child attends  - childminding settings should consider how they can work with parents and carers to agree how best to manage any necessary journeys, for example pick-ups and drop-offs at schools, to reduce the need for a provider to travel with groups of children | |  |  |  |  | |
| Priorities  If necessary you should prioritise vulnerable children and children of critical workers, then 3 and 4 year olds, in particular those who will be transitioning to reception in September, followed by younger age groups. You may need to cap numbers. | |  |  |  |  | |
| Provision of meals  Some providers are having difficulties sourcing food – consider approaching local firm or schools to deliver | |  |  |  |  | |
| PPE  If you are unable to source PPE from suppliers as a new customer, consider approaching another organisation and do a joint order with another nursery/care home etc. | |  |  |  |  | |
| Face shields  This is an individual decision, particularly where close contact with children who are coughing i.e. during feeding. However some providers have sourced them and if used they monitor the impact on children’s reactions – some organisations are providing them free and child friendly designed i.e. include cartoon figures | |  |  |  |  | |
| Aprons for staff  Consider waist aprons with pockets for staff so they can carry gloves, hand sanitisers, disposable aprons and resources with them – (could ask parents/volunteers to make them for you) | |  |  |  |  | |
| Check your first aid kits to make sure they are suitable, up to date and include (where already not supplied) IIR surgical masks and rubber gloves, hand sanitisers for close contact first aid treatment | |  |  |  |  | |

**Appendix 1 - Considerations when writing a daily operational plan**

For clarity, and to reassure staff and parents, it may be useful to write a daily operational plan. This will be a working document that may need altering regularly once you are open and have discovered what works best, or as unforeseen circumstances occur. Remember that what you put in place for the children when they return, whenever that may be, does not necessarily have to stay like that forever. The following is a tool which you may wish to use to help you think about what your day will look like for your children and your staff. The points below are not an exhaustive list and each setting will need to consider their own unique situation as it will be individual to your setting. Remember, the attached risk assessment alongside the latest government guidance can be used as a basis to help you prepare for reopening. Please contact your link adviser if you have any queries or need support.

|  |  |
| --- | --- |
| **Time of day** | **Some points to consider** |
| Before opening | Have staff washed their hands on arrival? Is signage for parents still in place? Have you put out resources/toys that are clean and dry? Are handwashing and cleaning supplies replenished? Is drinking water available? Are mark-making resources replenished? Is there a safeguarding lead and a SENCO on site? Have you opened windows and propped open doors if possible? What do you do if a member of staff calls in sick? |
| Upon children’s arrival | Are parents able to wait in a socially distanced manner? Have you made arrangements to stagger arrivals? Who will greet the children and where? Have all parents confirmed that their child and household are free of symptoms? Are parents contactable today on a number you have? Have all children washed their hands under supervision on arrival? Are children wearing sun cream if necessary? Do they have spare/correct clothing, including a sun hat? |
| During indoor sessions | Are children staying within their ‘bubble’? Are there enough resources for all children? Are activities supporting children’s wellbeing and language development? Are you helping children to learn about good hand hygiene and using tissues? Are staff alert to resources children have put in their mouths and removing them for cleaning? If they need help, can staff communicate with other adults without leaving their children? |
| During outdoor sessions | Are outdoor resources separate for the different bubbles? Do you have separated areas or different outdoor resource boxes? Have resources been cleaned? Do children have access to tissues and a bin outside? Can they wash/sanitise their hands outside? Is there shade? If they need help, can staff communicate with other adults without leaving their children? Is there a first aid kit outside? Is drinking water available? Have staff and children washed their hands upon returning indoors? How will they access the toilets? |
| Snacktimes and lunchtimes | Who will prepare the snack/lunch? Where will it be eaten? Have tables, plates, cups and cutlery been cleaned? Have staff and children washed their hands? Who will wash up and when? If children bring a packed lunch how will you ensure they don’t touch each others? Have you cleaned surfaces again after snack? Have children washed their hands again after eating? |
| Staff breaks/lunch | How will you ensure staff can have a break/eat? If they are having a break, where will they sit whilst socially distancing from others? How will you look after children whilst staff use the toilet? |
| Changing nappies | Who will look after the group if their key person has to change a child’s nappy? |
| Children’s use of toilets | Can children use these independently without leaving their bubble? How will you supervise their hand washing after toilet use? |
| Cleaning throughout the day | Who is going to clean areas children may have touched, such as toilets, tables, door handles throughout the day? Do you have adequate cleaning supplies and supplies of soap, sanitiser and paper towels (there will be a lot more handwashing than usual) Do you have adequate rubber gloves for staff? |
| Departures of children | How will you know when parents have arrived? Are departure times staggered? How will you communicate with parents about what has happened that day – try to use electronic/remote methods. |
| After children have left | Who is responsible for cleaning of surfaces and resources? Have you allocated enough time to do a thorough job each day? How and where will resources be cleaned and dried? Where will you store clean and dirty resources? |
| If a child starts to become symptomatic | Are all staff aware of which symptoms to look out for? Do they all know what to do? Have you identified a space in which you could isolate the child? Who will look after the ill child whilst waiting for parents? Do you have PPE for this staff member? Do you know what to do next regarding notification of parents and isolation of their bubble? |
| Other factors to consider | How will you communicate these new procedures to staff? And to parents? Have you got any other expectations of parents, which are different from before? Will you be accepting new children? How will you manage the settling in of children who may be upset? How will you incorporate new children into existing ‘bubbles’? |