Early Years, Out of School and Holiday Provision reopening checklist and risk assessment

Valid from 02.09.2020

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.

“Settings must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures.

Settings should thoroughly review their health and safety risk assessment and draw up plans as part of their wider opening. Settings should have active arrangements in place to monitor that the controls are effective, working as planned, and updated appropriately considering any issues identified and changes in public health advice.” Guidance – “**Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak** Updated 27th July 2020”

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.

**See appendix 2 for specific information for Out of School Clubs and holiday provision.**

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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-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#safeguarding-and-welfare><https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe><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/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>What parents and carers need to know about early years providers, schools and colleges in the autumn termUpdated 1 September 2020**-** <https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term> | 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. |
|  | 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-mailenquiries@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 |  |  |  |  |  |
| Sustainability – Would you like a Business Health Check/advice? |  |  |  |  |  |
|  | HEALTH AND SAFETY - Follow the COVID-19: Guidance **Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)**  |
| **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- consider how to minimise mixing groups of children within the setting, for example where you use different rooms for different age groups, keeping those groups apart as much as possible- encourage parents to limit the number of settings a child attends, ideally ensuring their child only attends the same setting consistently- if you pick up and drop off children to and from school agree with parents how to best manage these journeys, walking is preferable and if this is not practical a private vehicle (public transport is not recommended) - 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 - following a suspected or confirmed case of coronavirus (COVID-19) a more robust cleaning procedure must be followed, refer to the government guidance “COVID-19: cleaning in non-healthcare settings” <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>PPE The government guidance states “there are no additional PPE requirements because of coronavirus (COVID-19) for first aid, or for non-symptomatic children who present behaviours which may increase the risk of droplet transmission or who require care that cannot be provided without close hands-on contact”- 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**.** |  |  |  |  |  |
|  | STAFFINGLink 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>  |
| **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 priorityUseful 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  |  |  |  |  |  |
| Wherever possible ensure staffing arrangements are consistent on a weekly basis, rather than a daily basis, in order to limit contacts. |  |  |  |  |  |
| 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 and or children seeking a test and self- isolating should they develop symptoms of coronavirus and/or has a positive COVID 19 test. Follow the Cumbria County Council – Public Health advice to educational settings – **See appendix 3** Notify Ofsted if necessary |  |  |  |  |  |
| Ensure a robust policy is in place should a member of an employee’s household shows symptoms of COVID 19 (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) |  |  |  |  |  |
| Have a procedure in place to ensure parents and carers should not be allowed into the setting unless this is essential, and children should be dropped off and collected at the door if possible. |  |  |  |  |  |
| 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 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 local and government guidelines - 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)- consider how to manage other visitors to the site, such as contractors, and ensure site guidance on social distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of setting hours, they should. A record should be kept of all visitors where this is practicable. |  |  |  |  |
| 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.**  |
| 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 or other setting 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  |  |  |  |  |
| 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 developmentThese 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 - providers may take small groups of children to outdoor public spaces, for example parks, provided that a risk assessment demonstrates that you can stay 2 metres away from other people at all times. This should be restricted to small groups and should be done in line with wider government guidelines on the number of people who can meet in outdoor public places. Providers should not take larger groups of children to public outdoor spaces at one time. |  |  |  |  |
| 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.**  |
| - update and review support plans in light of current situation- 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. |  |  |  |  |

**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.

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| **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 | 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 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 | 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? 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? 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? |
| 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?  |

**Appendix 2 Out of school and holiday provision**

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|  | **Out of school clubs and holiday provision from Autumn term 2020****This is additional guidance for children over the age of 5 to be used in conjunction with the above risk assessments.****Refer to government guidance issued on 20th August 2020**Guidance for OOS clubs updated 20/08/20 - <https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak> OOS club guidance for parents updated 20/08/2020 - <https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>  |
|  |  |  |  |  |  |
| **Actions needed**  | **Risk level****Red/Amber****Green** | **Date to be completed**  | **By who** | **Date completed**  | **Comments and any further actions if needed.**  |
| Complete risk assessments as detailed above in this document |  |  |  |  |  |
| Groups of children should be kept in small consistent groups of no more than 15 children in any one group, consider;* the ability of the children in attendance to maintain social distancing
* following current guidance on social distancing
* the age of the children in attendance
* the nature of your activities or provision
* the size and lay out of your premises
* assigning children to a particular group at the first session children and make sure they stay in these groups for future sessions
 |  |  |  |  |  |
| If operating provision for multiple small groups of children throughout the day, allow sufficient change over time between groups for cleaning. |  |  |  |  |  |
| Try to be outdoors as much as possible. |  |  |  |  |  |
| During activities which involve singingallow for children to be socially distanced, either outdoors or in a well ventilated room.  |  |  |  |  |  |
| Toilets must be cleaned at least twice a day and between different groups. |  |  |  |  |  |
| Attendance;* encourage parents to limit the number of settings children attend, ideally ensure children attend the same setting consistently
* parents should be encouraged to use provision in their local area to minimise the spread of infection
* reduce contact between parents and carers when dropping off and picking up children
* limit drop off and pickups to one parent or carer per family with staggered timings
* consider using physical distancing markers to maintain social distancing
 |  |  |  |  |  |
| Consider and support children’s wellbeing especially those who are attending a setting for the first time since lockdown.  |  |  |  |  |  |
| If you have children attending from different schools/settings try to group them together if appropriate.  |  |  |  |  |  |
| You should also keep records for at least 21 days of children’s attendance, the early year’s settings or schools they attend and details of staffing of groups in your setting.  |  |  |  |  |  |

**Appendix 3 – Process for managing suspected cases of COVID-19**

