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

**Updated 04.12.2020**

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 have a legal obligation to protect their employees, and others, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Following the steps in this guidance will help towards mitigating the risks of coronavirus (COVID-19) to children and staff and help settings to meet their legal duties to protect employees and others from harm.”

Guidance – “**Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak”**

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.**

**Items in orange are additions made 27.11.20, following further government guidance**

**Items in purple are additions made 12.11.20, 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-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>  What parents and carers need to know about early years providers, schools and colleges in the autumn term **-** <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. |
| [**https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications**](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications)  **The EYFS has disapplications that are in place during the COVID 19 pandemic, these are continuously being reviewed and will change depending on local restrictions. Please follow the link above for the latest advice.** | | | | |
| GENERAL | | | | | |
| **Actions needed** | **Risk level**  **Red**  **Amber**  **Green** | **Date to be completed** | **By who** | **Date completed** | **Comments and any further actions if needed.** |
| **COVID confirmed cases**   1. **Follow the Cumbria flowchart, this can be found on our website by clicking** [**here**](https://www.cumbria.gov.uk/childrensservices/childrenandfamilies/cfis/earlyyearsandchildcare/supportforearlyyearsandchildcareprovision.asp) 2. **Follow the advice given** 3. Any confirmed cases of coronavirus (Covid-19) in the setting (either **child or staff member)**, and/or if the setting is advised to close as a result, should be swiftly reported to Ofsted, using **Reporting a COVID 19 childcare incident**   <https://www.gov.uk/guidance/tell-ofsted-if-you-have-a-covid-19-incident-at-your-childcare-business>  You must report to Ofsted:   * any confirmed cases of COVID-19 (coronavirus) in the setting, either in children or staff * if the setting is advised to close as a result * You must tell Ofsted within 14 days of a confirmed positive test for COVID-19. * How to report a COVID-19 incident at your childcare   You will use the Report a serious childcare incident service, but you will need to follow the steps below:  1.Complete the service as you normally would, until you get to the page asking “What type of incident do you want to report?”.  2.Select the option “Child or member of staff testing positive for COVID-19, or closure due to COVID-19” as the type of incident you want to report.  3.On the “Details of incident” page, provide the information below.  Information to include  If you are reporting a positive COVID-19 test by a member of staff or a child, or a closure of your setting due to COVID-19, you must tell Ofsted about important dates and who was present.  Where there is a positive test, you must tell Ofsted whether it was by a member of staff or a child. However, you do not need to give us their personal details.  **Dates**  You need to tell Ofsted the following dates:   * when COVID-19 cases were first suspected * when COVID-19 cases were confirmed as positive * when the setting is closing from, and when you intend to re-open   **Who was there**  They also need to know the total number of:   * children attending the setting at the time of the suspected case * staff working at the setting at the time of the suspected case   **Other information you should include**   * You should also tell Ofsted if you have: * notified the case to Public Health England via the Department for Education helpline (0800 0468687) and any advice they gave you * if you have notified the case to Cumbria County Council COVID-19 Call Centre 0800 783 1968 or via [educationIPC@cumbria.gov.uk](mailto:educationIPC@cumbria.gov.uk) * taken any other action   **Report a COVID-19 childcare incident**  To complete this, you’ll need to have:   * your reference number - this will be on your certificate * the childcare address   **Settings should ask parents, carers and staff to inform them immediately of the results of the test** |  |  |  |  |  |
| **Side effects of children taking a vaccination or teething** Vaccines and teething may cause a mild fever in children. This is a common and expected reaction, and isolation is not required unless coronavirus (COVID-19) is suspected.  Parents and carers should monitor side effects from a vaccination or teething, and if they are concerned about their child’s health, they should seek advice from their GP or NHS 111. |  |  |  |  |  |
| **Notifications requirements for settings providing childcare (opening or closing)**  If your operating circumstances change, notify Ofsted by sending an email to [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk) with ‘Change in operating hours’ in the subject field. In the body of the email, please confirm the unique reference number for each setting and the details of the change. You can find your URN on your registration, your inspection report(s), and on your [Ofsted reports page](https://reports.ofsted.gov.uk/).”  Inform your Early Years Adviser and [childrens.information@cumbria.gov.uk](mailto:childrens.information@cumbria.gov.uk) if you advised to close for any reason and when you re-open. |  |  |  |  |  |
| If there are changes to your operating hours inform your insurance company |  |  |  |  |  |
| **Public Health Guidance for Childminders**  Public Health England have advised that if a child has been identified as a contact and has been sent home, they would not recommend that a child enters the dwelling (e.g. childminder’s home) from a separate household. If this were to happen Public Health England would need assurance that the possibility of contact with the affected child and the children entering the dwelling would not happen and that they are in entirely separate areas of the house including toilet facilities.  There is also a need to ensure decontamination of relevant areas after use.  Public Health England do not envisage this being possible with younger children and only see it being feasible for teenagers. |  |  |  |  |  |
| **Process in the event of local outbreaks** If a local area sees a spike in infection rates that results in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. DfE will be involved in decisions at a local and national level and will support appropriate authorities and individual settings to follow the health advice. More information on this process can be found in the [COVID-19 contain framework: a guide for local decision-makers](https://www.gov.uk/government/publications/containing-and-managing-local-coronavirus-covid-19-outbreaks/covid-19-contain-framework-a-guide-for-local-decision-makers#annex-3-tiers-of-national-restriction). |  |  |  |  |  |
| **Shielding**  The government will write to you separately to inform you if you are advised to shield. You are not advised to follow formal shielding advice again unless you receive a new shielding notification advising you to do so.  All pupils and students should continue to attend education settings at all local COVID alert levels unless they are one of the very small number of pupils or students under paediatric care and have been advised by their GP or clinician not to attend an education setting.  If you are required to travel into an area at a different local COVID alert level (for example to go to work or school), you should follow the guidance for whichever area has the higher alert level. For example, if you live in a medium alert area but work in a high alert area, follow the work advice for local COVID alert level: high. If you live in a high alert area but work in a medium alert area, continue to follow the advice for high alert areas. |  |  |  |  |  |
| For more information and guidance on shielding please follow the link below  <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#what-has-changed> | | | | | |
| 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.** |
| **Setting must have Systems of control:protective measures in place**  The system of controls provides a set of principles that when followed will effectively minimise risks. All elements of the system of controls are essential  **System of controls**  This is the set of actions early years settings must take. They are grouped into ‘prevention’ and ‘response to any infection’.  Settings should:  •ensure that all staff understand the system of controls and how they are applied in the setting - time should be taken for staff to review the actions in the system of controls and ask questions  •ensure that parents and carers are aware of the system of controls, how this impacts them and their responsibilities in supporting it  **Prevention**  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.  2) Where recommended, use of face coverings.  3) Clean hands thoroughly more often than usual.  4) Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.  5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach.  6) Minimising contact between groups can reduce the number of children and staff required to self isolate in the event of children and staff testing positive for coronavirus (COVID-19).  7) Where necessary, wear appropriate personal protective equipment (PPE).  Numbers 1 to 5 must be in place in all settings, all the time.  Number 6 must be properly considered, and settings must put in place measures that suit their particular circumstances.  Number 7 applies in all specific circumstances.  Response to any infection  8) Engage with the NHS Test and Trace process.  9) Manage confirmed cases of coronavirus (COVID-19) amongst the setting community.  10) Contain any outbreak by following local health protection team advice.  11) Notify Ofsted.  Numbers 8 to 11 must be followed in every case where they are relevant.  **Important things to consider to minimise cross contamination**   * How you use kitchen areas * Are all areas cleaned after each use including; kettles, work surfaces door handles, cupboard handles, fridge door etc. * Are toilets cleaned more regularly * Staff rooms – how are these used? Can staff social distance? * Staff lunch times and breaks – how are these organised? Stagger breaks or use separate areas. * Consider how you will manage staff to ensure ratios are maintained and cross contamination minimised * Ensure areas are cleaned after each use * Staff meetings – these should be socially distanced or held virtually * Consider how you manage small numbers of children at the beginning and the end of each day to avoid cross contamination between groups of children and staff |  |  |  |  |  |
| **Holiday care and self-isolation**  If you are caring for children who normally attend a school/school nursery class during term times or term time only nursery provision it is important that you follow all public health/government advice regarding self-isolation to ensure that these children are not currently self-isolating or within a self-isolation period determined by public health prior to attending your setting. |  |  |  |  |  |
| Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach. |  |  |  |  |  |
| 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 |  |  |  |  |  |
| * Thoroughly review your health and safety risk assessment and have active arrangements in place to monitor that the controls are effective, working as planned and updated appropriately, for example when any issues are identified, or when there are changes in public health advice. * 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. * Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19). When conducting risk assessments, settings should ensure consideration is given to staff and children with protected characteristics from groups where a disparity has been shown by the review of disparities in risks and outcomes (for example, age and sex, where someone lives, deprivation, ethnicity and/or people’s occupation). * contact between groups can reduce the number of children and staff required to self isolate in the event of children or staff testing positive for coronavirus (COVID 19) * 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 for single household use is preferable (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.  **Malleable materials (messy play)** Settings should risk assess activities that involve malleable materials for messy play such as sand, mud and water, as part of their regular curriculum planning.  A risk assessment should consider whether:   * materials can be handled by a small, consistent group of children of no more than 15 at a time, and that no one else outside this group can come into contact with it * the malleable material for messy play (for example sand/water/mud) can be used and cleaned - including being replaced - in accordance with the manufacturer’s instructions, where applicable. For example, see [managing risk in play provision: implementation guide](https://www.playengland.org.uk/resource/managing-risk-in-play-provision-implementation-guide/)   Settings should follow the ‘[system of controls](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#system-of-controls-protective-measures)’ and ensure that:   * children wash their hands thoroughly before and after messy play * frequently touched surfaces, equipment, tools and resources for messy play are thoroughly cleaned and dried before they are used by a different group * remove unnecessary items from learning environments where there is space to store it elsewhere * ensure that sufficient handwashing facilities are available. * HSE guidance now recommends the use of hand dryers, risk assessments can now be amended where you have currently indicated that driers have been disconnected or switched off. * where a sink is not nearby, provide hand sanitiser (60% alcohol) * supervise use of hand sanitiser, given risks around ingestion. Young children and those with complex needs should continue to be helped to clean their hands properly. Skin friendly cleaning wipes can be used as an alternative * 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, when they return from breaks and when they change rooms * 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 * When the setting is in operation, it is important to ensure that it is well ventilated, and a comfortable environment is maintained.   This can be achieved by a variety of measures including:   * mechanical ventilation systems. These should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply) * natural ventilation – opening windows, when it is safe to do so. In colder weather windows should be opened just enough to provide constant background ventilation and periodically opened more fully when it is safe to do so to purge the air in the space * 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> |  |  |  |  |  |
| **FACE COVERINGS**   * Face coverings may have a negative impact on interactions between staff and children, and their use when interacting with children in settings should be avoided. * Ensure you have face masks readily available as and when needed. * Ensure you have a system in place for the safe removal and disposal of face coverings when staff or visitors who use face coverings arrive at the setting, and when face covering are worn at the setting in certain circumstances. This system should be communicated to all staff and visitors. * Safe wearing of face coverings require cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully.   It is reasonable to assume that staff will now have access to face coverings due to their increasing use in wider society, and PHE have made available resources on how to [make a simple face covering](https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering).  However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled/unsafe, early years settings should take steps to have a small contingency supply available to meet such needs. |  |  |  |  |  |
| For more information on face coverings please follow the following link <https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own> | | | | | |
| **Shared provision**  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.  There may be situations where a child needs to attend more than one setting, for example, children attending a childminder before their nursery opens so that their parent or carer may go to work.  Settings, parents and carers should work through the [system of controls](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#system-of-controls-protective-measures) collaboratively, to address any risks identified and allow them to jointly deliver appropriate care for the child. |  |  |  |  |  |
| **Parent and child groups**From 2 December 2020, the exception to gatherings for parent and child groups allows for groups to meet for the benefit of children under the age of 5. Groups must be organised by a business, a charitable, benevolent or philanthropic institution, or a public body, and limited to no more than 15 participants – children aged under 5 are not |  |  |  |  |  |
| included in the 15 participant limit. Where a group includes someone covered by an exception (for example, someone who is working as part of the group, such as a group leader), they are not counted as part of the gatherings limit.  Parent and child groups should only be held in venues and spaces that are permitted to be open and not in private dwellings. Groups should check for any additional relevant guidance for their [local restriction tier](https://www.gov.uk/guidance/local-restriction-tiers-what-you-need-to-know). To find out which local restriction tier applies to a particular postcode, use the search tool: [find out the coronavirus (COVID-19) restrictions in a local area](https://www.gov.uk/find-coronavirus-local-restrictions).  Parent and child groups that meet in:   * Ofsted registered settings can operate in all [local restriction tiers](https://www.gov.uk/guidance/local-restriction-tiers-what-you-need-to-know) * community spaces, such as in a [place of worship](https://www.gov.uk/government/publications/covid-19-guidance-for-the-safe-use-of-places-of-worship-during-the-pandemic-from-4-july/covid-19-guidance-for-the-safe-use-of-places-of-worship-during-the-pandemic-from-4-july), [community centre](https://www.gov.uk/government/publications/covid-19-guidance-for-the-safe-use-of-multi-purpose-community-facilities/covid-19-guidance-for-the-safe-use-of-multi-purpose-community-facilities) or library, can operate in all [local restriction tiers](https://www.gov.uk/guidance/local-restriction-tiers-what-you-need-to-know) and should follow COVID secure guidance for the venue   Informal groups, such as those organised by a parent, need to comply with the gathering and household mixing rules for the relevant [local restriction tier](https://www.gov.uk/guidance/local-restriction-tiers-what-you-need-to-know).  Settings should follow the advice in this guidance to ensure that participants follow the [system of controls](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#system-of-controls-protective-measures), which will help towards mitigating the risks of coronavirus (COVID-19) for all children and adults in the setting.  It is important for group participants to maintain:   * social distancing between adults who do not live together and who are not in the same bubble * good hand hygiene. Participants should clean their hands as they arrive and as they leave   Registered settings have the discretion to recommend the use of face coverings for adults in Ofsted registered sites, both staff and visitors (see the [system of controls](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#system-of-controls-protective-measures) section for more information).  Group leaders should ensure:   * a risk assessment is completed prior to groups and activities taking place * groups and activities take place separately to areas being used at the same time by registered children attending an Ofsted registered setting * the areas used are well ventilated (see the section on ventilation) * any rooms used by these groups are cleaned after each use * [a record of all visitors to the setting](https://www.gov.uk/guidance/maintaining-records-of-staff-customers-and-visitors-to-support-nhs-test-and-trace) is kept |  |  |  |  |  |
| **Supervised toothbrushing programmes** PHE have confirmed that supervised toothbrushing programmes may be re-established within settings using the dry brushing method.  The wet brushing model is not recommended because it is considered more likely to risk droplet and contact transmission and offers no additional benefit to oral health over dry toothbrushing.  For information see the [COVID-19: guidance for supervised toothbrushing programmes in early years and school settings](https://www.gov.uk/government/publications/covid-19-supervised-toothbrushing-programmes/covid-19-guidance-for-supervised-toothbrushing-programmes-in-early-years-and-school-settings) |  |  |  |  |  |
| **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> | | | | | |
| **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 |  |  |  |  |  |
| An employer’s workplace risk assessment should consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers (for example, from working conditions, or the use of physical, chemical or biological agents). Any risks identified must be included and managed as part of the general workplace risk assessment.  If a setting is notified that an employee is pregnant, breastfeeding or has given birth within the last 6 months, the employer should check the workplace risk assessment to see if any new risks have arisen. If risks are identified during the pregnancy, in the first 6 months after birth or while the employee is still breastfeeding, the employer must take appropriate, sensible action to reduce, remove or control them. |  |  |  |  |  |
| Pregnant women are in the ‘clinically vulnerable’ category. Employers should conduct a risk assessment for pregnant women in line with the [Management of Health and Safety at Work (MHSW) Regulations 1999](https://www.legislation.gov.uk/uksi/1999/3242/contents/made).  Further guidance available  <https://www.rcog.org.uk/en/guidelines-research-services/coronavirus-covid-19-pregnancy-and-womens-health/> |  |  |  |  |  |
| 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 |  |  |  |  |  |
| 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  Varying staff to child ratios and qualifications For more detail, see [EYFS: coronavirus disapplications](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2). |  |  |  |  |  |
| 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. |  |  |  |  |  |
| 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. |  |  |  |  |  |
| 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 staff, childrens’ and parents contact details with the Cumbria Covid-19 contact centre, NHS test and trace service and Ofsted. Ensure you have the necessary permissions to do 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) |  |  |  |  |  |
| Admitting children back to the setting Settings should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.  In the vast majority of cases, settings and parents and carers will be in agreement that a child with symptoms should not attend the setting, given the potential risk to others. In the event that a parent or carer insists on a child attending the setting, the setting can take the decision to refuse the child if, in their reasonable judgement, it is necessary to protect their children and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in the light of all the circumstances and current public health advice. |  |  |  |  |  |
| 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  **Visitors to the setting**  Settings should restrict all visits to the setting to those that are necessary.  Visitors should be made aware of the systems of control  There will be occasions when visits to the setting are necessary, but settings are encouraged to avoid visitors entering their premises, wherever possible. A record should be kept of all visitors which follows the [guidance on maintaining records of staff, customers and visitors to support NHS Test and Trace](https://www.gov.uk/guidance/maintaining-records-of-staff-customers-and-visitors-to-support-nhs-test-and-trace). |  |  |  |  | |
| Recruitment Recruitment should continue as usual. As this guidance advises limiting the number of visitors wherever possible, it may be appropriate for settings to consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible, such as using video conferencing.  When recruiting, settings must continue to adhere to the legal requirements regarding pre-appointment checks. |  |  |  |  | |
| Supply staff and students Settings can continue to engage agency staff and students. Supply staff and other temporary workers can move between settings but setting leaders will want to consider how to minimise the number of visitors to the setting where possible. |  |  |  |  | |
| 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.** |
| **New admissions**  For new admissions, settings should consider providing virtual tours for prospective parents and carers.  If parents and carers are keen to visit in person, settings should consider:   * ensuring face coverings are worn if required in line with arrangements for staff and other visitors to the setting * there is regular handwashing, especially before and after the visit * holding visits after hours. If this is not possible, consider limiting visits to the outside play areas during regular hours, and ensure strict social distancing is observed   Prior to a visit, settings should ensure that parents and carers are aware:   * of the ‘system of controls’ * how this impacts them and their responsibilities during their visit * how to maintain social distancing from staff, other visitors, and children other than those in their care |  |  |  |  |  |
| **Parents settling children**  Guidance from PHE outlines how parents and carers are able to enter a setting to help their children adapt to their new environment. Settings should ensure that parents and carers:   * wear face coverings, if required, in line with arrangements for staff and other visitors to the setting stay for a limited amount of time (ideally not more than an hour) * avoid close contact with other children * are aware of the ‘system of controls’, how this impacts them, and their responsibilities in supporting it when visiting a setting with their child |  |  |  |  | |
| **Supporting children’s mental health and wellbeing**  As more children return to settings, settings should:   * consider the mental health, pastoral or wider wellbeing support children may need, including with bereavement * how to support them to transition into the setting after a long period of absence   Settings may want to refer to [guidance for parents and carers on supporting children and young people’s mental health and wellbeing during the coronavirus outbreak](https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak) as a starting point.  Staff may require appropriate instruction and training on identifying and supporting vulnerable children and parents and carers that return to the setting. For example, by signposting them to appropriate local services such as mental health, domestic abuse or substance abuse services. Providers should contact their local authority, for example Early Help Officer or your local Child and Family Support Service (Children Centre) to understand what support is available and agencies and providers should work together to actively look for signs of harms as appropriate.  It will be necessary to consider how vulnerable children, who are currently attending the setting, continue to have their needs met and to be supported as the setting takes on more children. |  |  |  |  | |
| 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 |  |  |  |  | |
| **Progress check for 2 year olds** Settings will not be required to undertake the progress check at age 2 during the coronavirus (COVID-19) outbreak. |  |  |  |  | |
| Outdoors  - fully utilise your outdoor area. Be outside as much as possible  - Settings should maximise use of private outdoor space.  Settings can take groups of children on trips to outdoor public places and do not need to be [limited to 6 people](https://www.gov.uk/government/publications/coronavirus-outbreak-faqs-what-you-can-and-cant-do/coronavirus-outbreak-faqs-what-you-can-and-cant-do), provided:   * it is for the purpose of education or childcare * they remain within the EYFS staff child ratios * they conduct a risk assessment in advance * the risk assessment demonstrates that they can remain socially distant (2 metres) from other people and groups, wherever possible * good hygiene is maintained throughout * thorough handwashing happens before and after the trip  **Trips to indoor spaces (including soft play)** Settings may take children on trips to indoor spaces, for example, to a soft play centre when they are permitted to be open in all [local restriction tiers](https://www.gov.uk/guidance/local-restriction-tiers-what-you-need-to-know).  Settings must ensure they have fully assessed the risks and have completed a risk assessment prior to a trip.  Once inside:   * setting leaders should remain with the children in their group * the group should socially distance from other individuals and groups * children and staff should wash hands thoroughly on arrival and before leaving. |  |  |  |  | |
| 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.

|  |  |
| --- | --- |
| **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/Interim 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? |
| Snack times 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 updated on 5th November 2020**  Guidance for OOS clubs updated 05/11/20 - <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 05/11/2020 - <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. | |  |  |  |  |  |
| Spontaneous singing, dance and role-play that young children may naturally do, should be encouraged to do so, by early years practitioners. | |  |  |  |  |  |
| 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. | |  |  |  |  |  |