

Risk Assessment

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| Task/Activity | Covid-19 (Coronavirus) pandemic risk assessment | | Location | ICP Nurseries |
| <p>This risk assessment has been developed using government guidance:</p> <ul style="list-style-type: none"> • Coronavirus (COVID-19): implementing protective measures in education and childcare settings. • Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) • Planning guide for early years and childcare settings. | | | | |
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| Hazard <i>How could harm be caused?</i> | Who could be harmed? <i>Staff? Children? Parents? Visitors? Public?</i> | Existing Controls <i>What are we already doing to prevent harm?</i> | Risk Rating <i>High/Medium /Low</i> | Additional Controls <i>Needed? If YES, transfer to Action Plan</i> |
| Site has been closed for prolonged period- leaks, legionnaires in unused water areas, rodents, break- ins, broken locks doors and windows | Staff, Children, Parents, Visitors, Public | <p>Health and safety check of the buildings to be carried out upon reopening; to include legionnaires checks.</p> <p>Nursery manager and health and safety officer to review risk assessments and implementing any measures to ensure that safety is maintained for wider opening.</p> <p>Consideration will need to be given to adjusting fire alarm procedures, for example assembly points, and how nursery management will ensure that staff and children are aware of them.</p> | Low | |

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| <p>Coming into contact and mixing with other individuals who may be unwell</p> | <p>Staff, Children, Parents, Visitors, Public,</p> | <p>Minimise contact and mixing Minimise contact with individuals who are unwell If children or adults have, or are showing symptoms of, coronavirus (new continuous cough or high temperature of 37.8 degrees centigrade or higher, or a loss of, or change in, their normal sense of taste or smell (anosmia)), or have someone in their household who is, they should not be in a childcare setting. they should be at home, in line with the Guidance for Households With Possible Coronavirus Infection.</p> <p>Assessment of the localised data on the trend in daily new cases assists with our risk assessment measures for staff, parents and children.</p> <p>All staff members must receive appropriate instruction and training on infection control and risk assessments within which they will be operate. All staff to have completed Virtual College online course, Prevent COVID-19.</p> | <p>Low</p> | |
| <p>Arrivals and Departures of children, parents, staff and visitors, which can enhance the spread of germs if appropriate protocol is not in place</p> | <p>Staff, Children, Parents, Visitors, Public,</p> | <p>Arrivals and Departures As far as possible, parents and carers should not enter early years premises.</p> <p>Front of house staff (members of the leadership team) must be deployed to ensure families are supported with new arrangements as they arrive at and leave nursery.</p> <p>Front of house staff must consider the 'door STEP' risk assessment before commencing duties: S: self, am I ready to open the door? Do I have the resources I need to carry out the task?</p> | <p>Low</p> | |

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| | | <p>T: task; do I need to take the child from the parent, or offer any other support to the children, parents, staff as they arrive / depart?</p> <p>E: environment, have I carried out a visual inspection of the area, got control over the environment (door under my control for example, 2m markings on the approach to the door);</p> <p>P: people, have I ascertained that only one adult is accompanying the child, have I asked them ahead of opening the door if they are symptomatic, live with someone who is symptomatic.</p> <p>Drop off and collection arrangements will vary from site to site, be dependent on numbers of children attending and accessibility to the site and building. During arrivals and departures, measures to be taken should include adherence to social distancing guidelines:</p> <ul style="list-style-type: none"> • Open up as many points of entry / exit to the nursery to avoid crowding as staff and families arrive / depart. • Discourage parents from gathering at the nursery entrance and communal areas. • Where queuing is taking place, use queue management systems such as floor markings to maintain a safe distance. • Limit drop off and pick up to 1 parent per family and stagger the timings where necessary. Siblings should be discouraged from accompanying the parent. • Parents are told their allocated drop off and collection times and the process for doing so, including protocols for minimising adult | | |
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| | | <p>to adult contact (for example, which entrance to use)</p> <ul style="list-style-type: none"> • Reduce contact time between staff and parents at drop off / pick up to less than 15 minutes. • To avoid where possible, touching parents when physically handing over young, or distressed children. • Arrange drop off and pick up of children at the nursery entrance to avoid parents entering the nursery unnecessarily • When parents are waiting to drop off or collect their child, physical distancing should be maintained in a safe area • 'Drop and go' procedure put into place with more communication taking place via telephone or video chat. • Parents are to leave promptly and move away from the nursery boundaries whilst maintaining social distancing guidelines. • At most sites, on site car parking spaces will no longer be available to staff and parents, and instead used to facilitate queues and waiting space. Alternative arrangements may be made where no safe, local parking is available. • Parents will no longer be able to leave pushchairs / car seats etc. at the nursery. | | |
| <p>Visits and Visitors attending the site which heightens the risk of germs spreading</p> | <p>Staff, Children, Parents, Visitors, Public,</p> | <p>Visits and Visitors Confirmation is required from all visitors that they do not have, or are showing symptoms of, coronavirus (new continuous cough or high temperature of 37.8 degrees centigrade or higher, or a loss of, or change in, your normal sense of taste or smell</p> | <p>Low</p> | |

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| | | <p>(anosmia)), or have someone in their household who is.</p> <p>Managers must ask any visitors if they have a new continuous cough or high temperature of 37.8 degrees centigrade or higher, or a loss of, or change in, their normal sense of taste or smell (anosmia)and ensure appropriate control measures are in place. A Parent / Visitor / Contractor Health Declaration must be completed by any Parent / Visitor / Contractor entering the nursery premises.</p> <p>Tell children, parents, staff or any visitors, such as suppliers, not to enter the nursery if they are displaying any symptoms of coronavirus (COVID-19)</p> <p>Ensure all visitors and contractors coming to Nursery are asked to wash their hands or use the alcohol hand gel provided, including Central Office staff.</p> <p>Some people, for religious or personal preference do not use alcohol hand gel; in these instances, handwashing requirements must be adhered to. Implement reduced physical contact/maintain social distancing wherever possible, e.g. do not greet visitors with close physical contact or handshakes or offer a reassuring hand on the arm or shoulder of an upset or worried adult.</p> <p>Home visits to children and families must not take place. Instead other forms of communication, email, telephone and video calling should be used to maintain contact.</p> <p>Suspend all planned visits/outings in the community.</p> | | |
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| | | <p>All external extra-curricular activities to be suspended.</p> <p>Open day / evening events for prospective parents will be 'by appointment only' for one adult (no children / siblings) at a time. The Nursery must be unoccupied, and cleaning must take place between events.</p> <p>Visits/interactions with high risk groups, e.g. visits to Residential Care Homes are currently suspended.</p> <p>Suspend any Parent/Celebration/Internal Events until further notice.</p> | | |
| <p>Large Group Sizes can maximize the risk</p> | <p>Staff, Children</p> | <p>Group Sizes For children in early years settings, the staff to child ratios within Early Years Foundation Stage (EYFS) continue to apply. Nurseries will continue to use these to group children.</p> <p>Keeping group sizes to a maximum of 8 children, while adhering to EYFS ratios, is preferable so groups are as small as possible. Providers are expected to ensure that there are no more than 16 children in a group in early years settings.</p> <p>Unlike older children and adults, early years children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years settings the government have taken this into account. Nurseries should therefore work through the hierarchy of measures set out below and within this risk assessment:</p> | <p>Low</p> | |

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| | | <ul style="list-style-type: none"> • avoiding contact with anyone with symptoms • frequent hand cleaning and good respiratory hygiene practices • regular cleaning of settings • minimising contact and mixing <p>If children are unsettled or upset, and practitioners should continue to be available to offer reassurance, comfort and support. The Key Person should comfort the child by talking to them soothingly in an age appropriate manner, offering a calming touch to their shoulder, back or tummy, or cuddles if they are wanted and by trying to distract the child or engage them in play.</p> <p>It is still important to reduce contact between people as much as possible. Children and staff where possible, must only mix in a small, consistent group and that small group should stay away from other people and groups.</p> <p>Public Health England (PHE) is clear that if early years settings, do this, and crucially if they are also applying regular hand cleaning, hygiene and cleaning measures and handling potential cases of the virus as per the advice, then the risk of transmission will be lowered.</p> <p>Where children attend more than one setting Mixed placements should be avoided as much as possible but if that is not possible then the nursery manager must discuss the parent's requests with them, and risk assess whether they are able to offer what is being asked for. If a parent has decided to use just one out of their usual 2 settings, then a</p> | | |
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| | | <p>decision will need to be made regarding which setting they will attend. If the other setting has stated that the child can only attend one setting, then nursery managers will need to liaise with the other setting.</p> <p>Rotas Rotas and groups must be planned each day, using the Staff Rota and Daily Group Planner. Nurseries will ensure that:</p> <ul style="list-style-type: none"> • as far as possible, small groups of children should be supported by consistent staffing, and groups should remain as consistent as possible throughout the outbreak. • children and adults are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days. • wherever possible children use the same area of the setting throughout the day, with a thorough cleaning of the rooms at the end of the day. • Cushions or mats may be used to help children to sit in their own space during group time activities. <p>Where settings can keep children in those small groups 2 metres away from each other, they should do so. While in general groups should be kept apart, brief, transitory contact, such as passing in a corridor, is low risk.</p> <p>Children and adults should minimize contact and mixing by altering, as much as possible, the environment and routines of the day (such as staggered break times).</p> | | |
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| | | <p>Contact and mixing should also be reduced by:</p> <ul style="list-style-type: none"> • Accessing rooms directly from outside where possible • Considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors • The environments is organised to maintain space between activities • Unnecessary items are removed from the setting where there is space to store it elsewhere • Staggering breaks to ensure that any corridors or circulation routes used have a limited number of children / staff using them at any time • Staggering mealtimes - children should clean their hands beforehand and eat in the groups they are already in. Groups should be kept apart as much as possible and tables should be cleaned between each group. • Children should not bring their own drinking cups and water bottles from home, these must be provided by the nursery • Children should be brought their lunch in their classrooms • Staggering staff lunch breaks • Staff who go out for their breaks must change out of their uniform, adhere to the government guidance, Staying safe outside your home and wash their hands on return • Ensuring that toilets do not become crowded by limiting the number of children | | |
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| | | <p>or adults who use the toilet facilities at one time</p> <ul style="list-style-type: none"> • Changing units/mats organised for each room where needed • Where possible, meetings and training sessions should be conducted through virtual conferencing. <p>Nurseries must take steps to reduce the use of shared resources:</p> <ul style="list-style-type: none"> • By limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children and staff • By seeking to prevent the sharing of toys and other resources where possible. • Shared materials and surfaces should be cleaned in between each group's use, and disinfected more frequently • The use of communal soft toys, water, playdough and sand play, and musical instruments which are blown into is currently suspended • Limited amounts of scissors, pens and pencils, paint brushes may be offered, but must be wiped down between use. <p>Outside Space</p> <ul style="list-style-type: none"> • Use outside space, where possible, as this can limit transmission and more easily allow for distance between children and staff • Outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. | | |
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| | | <ul style="list-style-type: none"> • Use gazebos to offer shaded areas in the garden where children can play, eat and sleep. <p>Mealtimes</p> <ul style="list-style-type: none"> • Staff will fetch prepared food from the kitchen and bring it back to their rooms. • All meals will be served within the rooms, or outdoor area, and served by staff from the room. • Children's self-service is currently suspended. • There should be no more than 8 children at any meal table, and the table layout should allow a comfortable space between children. • Crockery, cutlery, cups etc. Must be supplied by the nursery, and not brought from home. • Tables, chairs, the floor, must be cleaned before and after mealtimes. <p>Sleep time</p> <ul style="list-style-type: none"> • Where space allows, children may sleep outside, in sheltered / shaded areas or Gazebos. Thermals and sleeping bags to be purchased for cooler temperatures if needed. • Sleep mats which are showing any signs of wear and tear, or exposed foam must be disposed of and new beds purchased. • The sleep area must not be crowded. • Children must be positioned so that they are face to feet with the child laying on the neighbouring sleep mat. | | |
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| | | <ul style="list-style-type: none"> • The floor on which the sleep mats are placed must be swept, and if needed mopped so that it is clean and free from debris. • Children must be provided with clean, individual bedding and not share the same bedding or sleep surface with another child. Each child will have their own labelled sleep bag in which their bedding will be stored. • Bedding must be washed at least weekly, unless soiled. • Sleep mats must be cleaned daily, and must be sanitized after they have been contaminated (such as by vomit, mucous, blood, or toileting accidents) • Bedding must always be checked to ensure it is clean. Staff must never walk over beds that have been made up, and when supporting children to get ready for sleep staff must not sit on the beds / bedding in order to avoid the spread of germs. • Sleep mats should have a designated floor side and designated sleeping side. The sleeping side of sleep mats cannot touch one another, the floor, or the floor-side of other children's sleeping surfaces. • Sleep mats should be stored safely in a clean, dry place. • Bedding or sleep surfaces used by the same children must be washed between use by each child. • Within our rooms there are quiet carpeted rest areas with soft cushions where children can go if they wish to rest and relax at any time of the day. All cushions and blankets must be laundered at the end of each day. | | |
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| | | <p>Staff rooms and offices The use of staff rooms and offices is staggered to limit occupancy where possible.</p> | | |
| <p>By not having Effective handwashing systems in place, will maximize the risk of contamination</p> | <p>Staff, Children, Parents, Visitors, Public,</p> | <p>Promoting handwashing. Proper handwashing requires the following steps: 1: Moisten hands under running water 2: Apply soap 3: Rub hands for approximately 20 seconds out of the flow of water 4: Rinse hands 5: Dry hands with a clean disposable towel.</p> <p>At minimum, these procedures must be followed by all children and staff at the following times:</p> <ul style="list-style-type: none"> - Before / after handling food and eating - After toileting and nappy changing (staff and children) - Upon arrival and re-entering of the class - After dealing with bodily fluids (coughing, sneezing, nose wiping) - After touching objects that could spread germs such as bin lids or pets <p>Bathrooms must be offer children adequate supplies of toilet tissue, sinks with liquid soap and paper towels. Bins, should ideally be pedal operated, must have lids and be emptied frequently.</p> <p>Staff member assigned to refill soap dispensers throughout the day</p> <p>Display posters and infographics around the nursery to remind all of the importance of hand washing.</p> | <p>Low</p> | |

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| | | <p>Children should be supported in developmentally appropriate ways to understand the steps they can take to keep themselves safe including regular hand washing and sneezing into a tissue.</p> <p>Use photographs and visual prompts with children showing how to wash hands to reinforce understanding.</p> <p>Share stories and talk to children about the importance of handwashing in key group times.</p> <p>Create opportunities for greater independence by ensuring that hand-washing facilities are well resourced and with easy reach of the children, and that soap and paper towels are readily available.</p> <p>Use songs as children wash their hands, to encourage them to wash for the appropriate amount of time (20 seconds). E.g. 'row, row your boat' and 'happy birthday' (sung twice). Share posters and videos with parents via social media and connect.</p> <p>Encourage children to avoid touching their face, eyes, nose and mouth.</p> <p>Ensure hand sanitizers are available at the entrance to the nursery and in each room.</p> <p>Hand sanitizer may be used if hands are not visibly soiled, the product contains 70% alcohol, manufacturer's instructions are followed, and children are closely supervised.</p> | | |
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| | | Hand sanitizer must be stored out of reach of children. Hand cream will be supplied to staff. | | |
| By not having appropriate Respiratory hygiene information clear for all parties and appropriate products available and in place to stop germs from spreading (catch it, bin it, kill it) | Staff, Children, Parents, Visitors, Public, | <p>Respiratory hygiene (catch it, bin it, kill it) Children should be taught the importance of not touching their mouth, eyes and nose, where possible.</p> <p>Adults must avoid touching their mouth, eyes and nose.</p> <p>Children and adults should cover their mouth and nose with disposable tissues when they cough or sneeze.</p> <p>If a tissue is not available, they should sneeze into the crook of their elbow, not into their hand.</p> <p>Dispose of tissues into a disposable rubbish bag and immediately clean children / adults' hands with soap and water or use a hand sanitiser.</p> <p>For older children, rooms should have a number of accessible 'hygiene stations'; these can be placed on a table or shelf, and contain a mirror and which holds tissues and a rubbish bin. Children should be taught to look in the mirror as they learn to wipe their noses, before disposing of the tissues in the bin.</p> <p>Staff should supervise young children to ensure they wash their hands for 20 seconds, with soap and water or hand sanitizer</p> <p>Staff should ensure that help is available for children or adults who have trouble cleaning their hands independently</p> | Low | |

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| | | <p>Ensure that bins for tissues have lids and are emptied throughout the day.</p> <p>Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units</p> <p>Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation</p> | | |
| <p>By not cleaning surfaces with anti-bacterial products that are touched frequently, will increase the risk of contamination</p> | <p>Staff, Children, Parents, Visitors, Public,</p> | <p>Clean surfaces that are touched frequently Clean and disinfect all areas and surfaces prior to reopening and if necessary, utilised pest control for insect infestations, particularly in the kitchen and/or food preparation areas.</p> <p>To prevent the indirect spread of the virus from person to person, regularly clean frequently touched surfaces, such as:</p> <ul style="list-style-type: none"> - door handles - handrails - tabletops - play equipment - toys - books - tables - chairs - highchairs - cots - sinks - toilets - light switches - bannisters - electronic devices (such as tablets, computers, phones) | | |

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| | | <p>- outdoor equipment</p> <p>Staff made aware of additional cleaning responsibilities and briefed on infection control.</p> <p>Staff to wear disposable or washing-up gloves and aprons for cleaning</p> <p>Staff to use disposable cloths and warm soapy water followed by usual cleaning products. When cleaning, use the usual products, like detergents and those available from Gompels, as these will be very effective at getting rid of the virus on surfaces.</p> <p>Cleaning pods to be set up and MUST be stored out of children's reach around the setting both inside and out. Assign staff to key areas for cleaning at the end of each session</p> <p>The use of soft toys and toys with intricate parts or that are otherwise hard to clean should be avoided.</p> <p>Rugs may be used and cleaned at the end of each day with a steam cleaner / steam mop.</p> <p>Toys will need to be kept well organized. There should be sufficient resources to allow for some that are in use, being cleaned, and drying.</p> <p>Areas such as Superhero caves should be removed from sites.</p> <p>Blankets and cushions may be used as long as they can be laundered each day. There should be</p> | | |
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| | | <p>sufficient to allow some that are in use, being cleaned, and drying.</p> <p>Children may bring transitional objects such as comforters, blankets, soft toys or photographs of family members and pets to help provide comfort and security while they settle into the nursery routine. Where possible they should be left nursery and cleaned each evening. Any fabric comforters or soft toys brought from home, must be laundered each evening, before being returned to nursery the next day.</p> <p>The use of the Comfort Approach is currently suspended.</p> <p>Cleaning outdoor equipment Washing loose parts play and equipment: Wiping, immersion, steam cleaning or 72-hour exclusion are the recommended processes for cleaning of play equipment, equipment, or loose parts.</p> <p>Cleaning with a cloth is the same protocol as indoors, where desks, handles, seats etc will be wiped down with a suitable dilution of a cleaning fluid.</p> <p>If possible fabrics such as tarpaulins or den building can be steam cleaned.</p> <p>'Hard to clean' items such as hoops, tennis balls, fabric, sticks etc. can be fully immersed and hung to dry using a large bowl or sink, filled with a suitable dilution of a cleaning fluid.</p> | | |
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| | | <p>Waterproofs, wellies and personal equipment: Children should not share personal equipment such as clothes and wellies Disinfectant will break down waterproofing, and therefore pure soap flakes should be used only.</p> <p>Deliveries Boxes holding deliveries should be cleaned before being brought into the nursery or opened outside and the contents transported into the nursery. Packaging must be disposed of as quickly as possible.</p> <p>Follow the ICP Nurseries Cleaning Checklists.</p> | | |
| <p>By not having appropriate Laundry facilities and personal hygiene not being maintained. Will increase the risk of higher contamination and germs spreading</p> | Staff, Children, Parents | <p>Clothing, Laundry and Personal Hygiene There is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting.</p> <ul style="list-style-type: none"> • Do not shake dirty laundry • Change clothes daily <p>Children</p> <ul style="list-style-type: none"> • Children must wear clean clothing daily • Where possible, children should avoid wearing shoes with shoelaces. <p>Jewellery</p> <ul style="list-style-type: none"> • No wrist Jewellery is permitted • No rings are permitted except a wedding band | | |
| <p>By not having appropriate Personal protective equipment (PPE) available for use to all parties could increase</p> | Staff, Children, Parents | <p>Personal protective equipment (PPE) The majority of staff in childcare settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain distance of 2 metres from others.</p> | Low | |

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| <p>the risk of germs spreading more quickly</p> | | <p>PPE is only needed in a very small number of cases:</p> <ul style="list-style-type: none"> - children whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way - PPE should be worn if a distance of 2 metres cannot be maintained from any child or adults displaying coronavirus symptoms <p>PPE for tasks involving changing nappies or general care for babies</p> <p>Staff should follow their normal practice when changing nappies and caring for babies more generally, provided the child is not showing symptoms of coronavirus. This includes continuing to use the PPE that they would normally wear in these situations, for example aprons and gloves. If a child shows symptoms, they should not attend a childcare setting and should be at home.</p> <p>Gloves must be removed and disposed of after every use.</p> <p>Childcare settings should use their local supply chains to obtain PPE. Where this is not possible, and there is unmet urgent need for PPE in order to operate safely, they may approach their nearest local resilience forum.</p> <p>Stock</p> <ul style="list-style-type: none"> • Stock check of essential supplies completed prior to opening e.g. gloves, aprons, hand soap, hand sanitiser, disinfectant, toilet rolls and tissues • Stock levels will be monitored closely | | |
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| | | <ul style="list-style-type: none"> Supplies placed in each room for easy access to prevent staff leaving rooms for necessary equipment First aid box contents checked for stock and use by dates | | |
| <p>If all parties are not being vigilant with signs and symptoms and are not getting Testing this will increase the risk of contamination/ germs spreading quicker</p> | Staff, Children, Parents | <p>Testing Access to testing is already available to all essential workers. This includes anyone involved in childcare. Education settings, as employers, can book tests through an online digital portal. There is also an option for employees to book tests directly on the portal.</p> <p>Children will have access to a test if they display symptoms of coronavirus. If they develop symptoms, they should be tested. If they test negative, they can return to their setting and their fellow household members can end their self-isolation. If they test positive, education and childcare settings should follow guidance on implementing protective measures in education and childcare settings.</p> <p>To access testing parents will be able to use the 119 online coronavirus service.</p> <p>Contact Tracing The government has launched a new national test and trace programme. This will bring together an app, expanded web and phone-based contact tracing, and swab testing for those with potential coronavirus (COVID-19) symptoms. This programme will play an important role in helping to minimise the spread of coronavirus in the future. It will also include more traditional methods of contact tracing if a child or adults tests positive.</p> | Low | |

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| | | <p>This could include, for example, direct discussion with parents and schools or colleges on recent contacts.</p> <p>All staff working for ICP nurseries must register for the App, once available.</p> | | |
| <p>By not having the correct measures in place to Support and protect children with additional needs could put them at higher risk of becoming poorly and others around them</p> | <p>Staff, Children, Parents</p> | <p>Supporting vulnerable children and those with additional needs</p> <p>All existing vulnerable children must be encouraged to take up their nursery place from 1st June.</p> <p>Nursery manager / key person must check on the welfare of any child who does not attend on any day, as per the Recording and Monitoring Attendance (Children) procedure.</p> <p>Nursery manager to identify and plan how best to support high needs groups, including children with SEND, vulnerable children and disadvantaged children when the setting reopens. Nursery manager to complete risk assessment for those children with an EHCP.</p> <p>If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as spitting), they should continue to receive care in the same way, including any existing routine use of PPE.</p> <p>To reduce the risk of coronavirus transmission, no additional PPE is necessary, but additional space and frequent cleaning of surfaces, objects and toys will be required.</p> | | |

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| | | <p>Cleaning arrangements should be increased in all settings, with a specific focus on surfaces which are touched a lot.</p> <p>Where children with special educational needs may not be able to understand the need for social distancing and may also seek close interaction with their peers or adults to provide reassurance at a period of disruption to their routines, it is imperative that childcare settings conduct risk assessments around managing groups of children within the setting. This should include limiting the number of children in each group and reducing this to provide more space in each classroom or learning area.</p> <p>As far as possible, small groups of children should be supported by consistent staffing, and groups should remain as consistent as possible throughout the outbreak.</p> <p>Some children will need additional support to follow the measures set out in this risk assessment (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules).</p> | | |
| <p>Children or adults who become unwell or there is a confirmed case of coronavirus in a setting, could spread the infection if procedures are not followed</p> | | <p>Children or adults who become unwell or there is a confirmed case of coronavirus in a setting</p> <p>If anyone becomes unwell with a new continuous cough or high temperature of 37.8 degrees centigrade or higher, or a loss of, or change in their your normal sense of taste or smell (anosmia) in a childcare setting, they must be sent home and advised to follow the Guidance for Households with Possible Coronavirus Infection.</p> | | |

Risk Assessment

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| | | <p>Please note, settings do not need to take children's temperatures every morning or throughout the day. Public Health England's guidance is that routine testing of an individual's temperature is not a reliable method for identifying coronavirus.</p> <p>Please refer to Covid-19 (Coronavirus) risk assessment - suspected / confirmed cases.</p> | | |
| <p>If we do not have the appropriate measures in place for our Shielded and clinically vulnerable children and young people, they can be more at risk of the infection and become poorly</p> | Staff, Children, Parents | <p>Shielded and clinically vulnerable children and young people</p> <p>For the vast majority of children young people, coronavirus is a mild illness. Children and young people (0 to 18 years of age) who have been classed as clinically extremely vulnerable due to pre-existing medical conditions have been advised to shield. We do not expect these children to be attending nursery, and they should continue to be supported at home as much as possible.</p> <p>Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A small minority of children will fall into this category, and parents should follow medical advice if their child is in this category.</p> | | |
| <p>By not having the appropriate measure in place for the Shielded and clinically vulnerable adults they can be more at risk of the infection and become poorly,</p> | Staff, Children, Parents | <p>Shielded and clinically vulnerable adults</p> <p>Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising people, including education staff, who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding</p> | | |

Risk Assessment

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| | | <p>measures in order to keep themselves safe. Staff in this position are advised not to attend work.</p> <p>Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the Staying at home and away from others (social distancing) guidance have been advised to take extra care in observing social distancing and should work from home where possible. Childcare settings should endeavor to support this, for example by asking staff to support home learning.</p> <p>If clinically vulnerable (but not clinically extremely vulnerable) individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so. If they have to spend time within 2 metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk.</p> <p>Read COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable for more advice.</p> | | |
| <p>If a child or adult is Living with a shielded or clinically vulnerable person, and they have not taken the correct measures of protecting themselves they can spread the germs to the</p> | <p>Staff, Children, Parents</p> | <p>Living with a shielded or clinically vulnerable person</p> <p>If a child or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education or childcare setting.</p> | | |

Risk Assessment

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| <p>vulnerable making them poorly</p> | | <p>A risk assessment should be completed for Expectant Mothers, which includes additional measure in relation to social distancing.</p> <p>If a child or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable guidance, it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing.</p> <p>If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to learn or work at home.</p> | | |
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Risk Assessment

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| <p>Transmission of germs if correct protocol is not in place and not being followed.</p> <p>Ensure Transport arrangements are pre-planned.</p> | <p>Staff, Children, Parents</p> | <p>Transport arrangements</p> <p>Public transport From 15 June 2020, face coverings must be worn on public transport in England. A face covering is a covering of any type which covers your nose and mouth. Some people don't have to wear a face covering for health, age or equality reasons.</p> <p>Hands should be washed or sanitised before and after touching a face covering.</p> <p>Children under the age of three should not be wearing face coverings, however there is an expectation that those aged three and over will be wearing them if they can do so properly.</p> <p>Making sure staff, parents and children follow the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel ensuring that transport arrangements cater for any changes to start and finish times.</p> <p>Encourage staff, parents and children to cycle, walk or drive to their setting where possible.</p> <p>Take appropriate actions to reduce risk if hygiene rules and social distancing is not possible e.g. face coverings, gloves, hand sanitiser.</p> | <p>Low</p> | |
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Risk Assessment

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| <p>Travel from overseas</p> | <p>Staff, Children, Parents</p> | <p>Entering the UK From 8th June 2020, all residents or visitors who travel to the UK by plane, ferry or train - including UK nationals - will have to self-isolate for 14 days, and not leave the place you're staying. There is no requirement to self-isolate if travelling from one of the following places, and individuals stayed there for 14 days or more:</p> <ul style="list-style-type: none"> • Ireland • the Channel Islands • the Isle of Man | <p>Low</p> | |
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A review of this risk assessments should take place monthly