

Tywardreath Pre-School Playgroup

COVID-19 Risk/Benefit Assessment

Date: January 2022

Review Date: March 2022

Risk	1 = Remote	5 = Definite
Severity	1 = Slight	5 = Fatal
Risk x Severity = Rating		
16 – 25 =	Urgent attention	
8 – 15 =	Attention may be required	
Objectives		
1. Eliminations	4. Use of Procedures	
2. Substitution	5. Warning System	
3. Use of Barriers	6. PPE	

Severity	Residual Risk / Likelihood					
		1	2	3	4	5
	1	1	2	3	4	5
	2	2	4	6	8	10
	3	3	6	9	12	15
	4	4	8	12	16	20
5	5	10	15	20	25	

On Monday 7th September 2020, following our summer holiday closure, government guidelines will allow us to re-open pre-school, operating as one setting bubble, with no maximum number of children in the bubble.

The Education and Childcare Settings information is updated regularly. Here is the link with the most up-to-date guidelines for Early Years: [Early years and childcare: coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/early-years-and-childcare-coronavirus-covid-19)

	1. What?	How?	2. Who?	What is in Place?	3. Risk			4. Record	Risk Benefit analysis
	Hazard	Harm	People at risk	Existing preventative measures	Probability (P) 1-5	Severity (S) 1-5	Rating (PxS) 1-25	What new measures need to be taken	Benefits
1.	COVID-19 exposure	Mild to moderate illness	All children, staff and parents	Please see COVID-19 procedure. Risk probability upgraded from 2 to 3 for January 2021, as there is a new variant of the virus and much higher infection rates than previous risk assessment. We are still not allowing children to attend more than one setting	3	4	12	We have a COVID-19 procedure, which has been shared with parents and staff which underlines our current operational	The benefits of pre-school being open and available to all families who wish to access places are as follows: Improved mental health for children and families, Protective safeguarding measure (over half of

				(dual-setting), to reduce the risk of exposure and transmission.				strategy with regards to health and hygiene. This will be re-sent to parents/carers and staff by email before the start of term and the main points for their responsibility highlighted. All staff attended a pre-term meeting on 7 th January, where infection control procedure was discussed and recorded.	safeguarding issues involve children under age five). Early Years are the most important time for a child's development, Remote learning not effective for under 5's,
2.	Delivery of curriculum plan	Issues if curriculum cannot be met	Children	A broad and rich curriculum can be delivered this term. There are no staffing issues that will affect development and learning.	0	0	0	Forest school for the school risers will start this term to reduce the amount of children in the setting on our busiest sessions and to give the children new outdoor experiences.	A broad and rich curriculum is essential for the best learning and development opportunities, for children in their most influential years.
3.	Changes of routine – arrival and departure	Issues caused by staggered arrival and departure	Children	We are now staggering arrival and departure times for the children (previously we opened for all at 9.00am and all parents/carers collected at 3.30pm).	1	2	2	From January 2021 parents and carers are being asked to wear mask on arrival and departure to the outdoors dropping point (unless medically exempt from wearing a mask).	Staff must be aware of the additional dangers that are cause by extended timeframes for door opening.

4.	Changes to routine – more frequent hand washing	Slips on floor	Children	<p>All in setting (children and staff) will be washing their hands more frequently and at specific times, including on arrival, departure and after eating, (as well as before).</p> <p>Staff to support children to wash hands thoroughly.</p>	1	1	1	<p>Make available portable hand washing options, such as soap/hand gel and disposable cloths.</p> <p>Continue individual water play opportunities, which include small trays of water with soap.</p>	Handwashing is an important learning and development feature for children's health and wider understanding.
5.	Sharing toys	COVID-19 virus on surfaces	Children and staff	<p>Toys will be quarantined in between use and cleaned where possible (depending on their material).</p> <p>Children will be supported to try to reduce toys being out of their mouth.</p>	3	3	9	<p>Toys to be sorted so there is not excessive amounts of toys in room, or parts per activity. Only use what is needed.</p>	Toys and activities essential for learning and development.
6.	Personal care	Virus transmission through administering personal care	All	<p>PPE will continue to be worn when assisting Children with personal care, including toileting.</p> <p>This PPE will be gloves and a disposable apron as a minimum.</p> <p>PPE must be disposed of following the infection system of controls COVID-19 procedure.</p>	3	3	9	<p>PPE masks and visors are available, if the supporting adult chooses to use them and if child is not distressed by the appearance of facial PPE.</p>	Face masks can be a barrier to communication. Face masks have been scientifically proven to offer some protection from virus droplets.
7.	Additional COVID-19 C.O.S.H. H.	Poisoning through ingestion or absorption	All children and adults	<p>We will be using regular liquid soap for hand sanitizing. There will be no spray bottles of hand sanitizer on stations (which could cause injury).</p> <p>Separate policy in relation to the storage and handling of COSHH</p>	1	5	5	<p>Chemicals or Substances Hazardous to Health (C.O.S.H.H.) procedure already in place.</p>	Cleaning products essential for effective hygiene standards.

8.	Safeguarding Issues	Neglect, Physical, Emotional, Sexual abuse	All children, staff and parents	<p>Staff know how to spot the 'Soft Signs of Abuse'. Safeguarding issues may arise from changes in family issues at home, due to the COVID-19 pandemic, e.g. If families are facing poverty, children may be experiencing neglect.</p> <p>The mental health of adults can be affected by changes in circumstances. They may be victims of domestic violence in their own homes. Children may be experiencing emotional abuse at home by witnessing the abuse of adults in their home.</p> <p>The 'Prevent Duty' must be considered, as children and adults are at risk of radicalization from extended periods of time at home, particularly using technology.</p> <p>All staff have completed the safeguarding level 2/3 course within the last 3 years.</p> <p>We will keep in contact with any families who have children not attending due to national lockdown and ask them safeguarding questions.</p>	2	5	10	<p>All staff are re-newing their level 2 Safeguarding course in January 2021. Sarah O'Toole and Teresa Steele (Safeguarding Lead) have re-booked their Safeguarding Level 3 courses for February and March 2021.</p> <p>Information about different types of abuse, which include signposting to support services and whistleblowing are shared regularly on our Facebook.</p> <p>Link to our safeguarding policy to be emailed to parents and carers in January 2021.</p>	
9.	Mental health issues	Mental health issues	All children, staff and parents	<p>We speak to parents face-to-face when they drop their child to pre-school. Staff take care to be observant of how parents/carers present with their emotions or body language, to look for signs of possible mental health issues. Staff ask parents carers if they are okay.</p>	2	5	10	<p>Continue to share information about mental health Support on our Facebook and by email.</p>	

				<p>We share signposting for support services for mental health issues on our pre-school Facebook.</p> <p>Our staff have termly supervision, where they get 1:1 structured time with a manager, to discuss their mental health. Staff support each other and check in with each other regularly, face-to-face and using messaging apps. Staff report to the manager if they are worried about the mental health of others.</p>						
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