

# Tywardreath Pre-School Playgroup

## Setting & Activity Risk/Benefit Assessment

Date: January 2022

Review Date: June 2022

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

  

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

**NB: All sessions will involve dynamic risk assessing. All children will be encouraged to understand and identify hazards, potential risks and be supported in developing ways to mitigate and manage risk both personally and for the group as a whole.**

### Indoor Risk/Benefit Analysis

	<b>1. What?</b>	<b>How?</b>	<b>2. Who?</b>	<b>What is in Place?</b>	<b>3. Risk</b>			<b>4. Record</b>	<b>Risk Benefit analysis</b>
	<b>Hazard</b>	<b>Harm</b>	<b>People at risk</b>	<b>Existing preventative measures</b>	<b>Probability (P) 1-5</b>	<b>Severity (S) 1-5</b>	<b>Rating (PxS ) 1-25</b>	<b>What new/other measures need to be taken</b>	<b>Benefits</b>
<b>1.</b>	Slips and trips	Fall over toys, activities	All children and adults	Staff clear away regularly. Encourage children to tidy away excess toys.	2	3	6	Risk assessed throughout every session.	Taking responsibility and care for themselves and others.
<b>2.</b>	Doors	Fingers/limbs may be trapped in closing doors	All children and adults	All doors lightweight and not with automatically closing hinges	2	3	6		Doors offer privacy. Taking responsibility and care for themselves and others.
<b>3.</b>	Water or liquids on floor	Slipping	All children and adults	Wet activities constantly supervised, and spillages cleared immediately.	4	4	16	Slips also may occur with fine round particles,	Learning and development opportunities of malleable

								such as sand or gravel.	play. Taking responsibility and care for themselves and others.
4.	Visitors	Abduction or injury	All children and adults	Visitors are not allowed on site unless their ID is checked and authorised.	4	4	16	Visitors are usually pre-booked and approved by manager.	Understand risks of others.
5.	Food	Choking	All children and adults	Food and eating times closely supervised. Fruits/foods never cut into rounds. Choking hazards. such as grapes, cherry tomatoes, sliced length ways so no round surface.	2	3	6		
6.	Allergens	Poisoning, medical reaction	All children and adults	All children and adults to complete medical form on registration. Manager to verbally ask each parent/carer or adult if they have any known allergies.  Allergy list displayed in kitchen. All staff made aware 1:1 verbally of allergies and fully explained.  Staff preparing snack/food all Food Safety Level 2 trained.	4	4	16	Staff first aid training includes allergy reactions.  Teresa has completed Allergen Awareness course.	
7.	Kitchen	Burns from electrocution, fire or steam scalds	All children and adults	No children to be allowed in the kitchen unsupervised. Children's access restricted to kitchen with latched gate.  Domestic appliances only, no industrial appliances.  All appliances switched off at mains when not in use.  Kettle pushed to the back of the worktop, away from edge.	3	4	12		
8.	Heaters	Burns	All children and adults	The heaters are set so they do not get too hot to the touch.  Heaters in use will have a heater guard around them.	2	2	4		Providing heat for comfort. Learn to risk assess.
9.	Mobile	Safeguarding	All children	Please see separate policy	4	4	16		Photos desirable for

	phones or portable devices		and adults	regarding camera devices					observations and feedback to parents
10.	C.O.S.H. H.	Poisoning through ingestion or absorption	All children and adults	Please see separate policy in relation to the storage and handling of C.O.S.H.H.	3	5	15		Cleaning products essential for effective hygiene standards
11.	Medication	Poisoning through ingestion or absorption	All children and adults	Please see separate policy and procedure for the storage and administration of medication	3	5	15	Medication only brought into pre-school if needed during pre-school hours	Medication needed should be administered for health benefits.

### Regular Activities Risk/Benefit Analysis

	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/other measures need to be taken	Benefits
1.	Small loose part activities	Ingestion, choking	All children and adults	Small loose parts activities closely supervised. Consideration taken of the children to participate and their age and stage of development.	3	4	12	Review constantly.	Taking responsibility and care for themselves and others.
2.	Water or liquids more than 4 cm deep	Injection, drowning	All children and adults	Wet activities constantly supervised.	1	4	4		Water safety opportunities. Taking responsibility and care for themselves and others.
3.	Hand tools: Knives; Scissors, Peelers and Secateurs	Cuts and lacerations	All children and adults	Demonstrate safe use and carrying of hand tools. Rounded ended scissors used for all children.	3	4	12		Hand strength for early writing skills and co-ordination
4.	Sand	Slips, Eye irritation	All children and adults	Sand activities monitored. Careful use of sand modelled and encouraged	2	4	8		Natural material exploration, sensory feedback
5.	Cooking or playdough	Allergies, foreign objects inserted into ears/nose	All children and adults	Allergy list in kitchen. All staff aware of allergies. Supervision required to ensure children do not insert dough into ears or nose.	1	3	3		Healthy eating. Malleable material investigation, sensory feedback. Food and cooking opportunities

## Outdoor Setting and Activities Risk/Benefit Analysis

	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/other measures need to be taken	Benefits
1.	Slips and trips on uneven ground	Fall over tree stumps, branches, slip in wet and muddy areas. Possible fractures, sprains.	All children and adults	Highlight common areas of uneven ground, slippery areas.	2	3	6	Risk assess site at the start of every session.	Understand risks.
2.	Weather cold/wet	Anyone, shivering, loss of feeling, collapse	All children and adults	Participants advised in advance to wear appropriate clothing. Ensure participants are all dressed appropriately in warm and waterproof clothing at start of outdoor session	2	4	8	Pre-School to have a supply of spare kit.  Warm people up near indoors if needed.	Build immune system
3.	Windy/storms	Falling branches/flying twigs	All children and adults	If severe wind (gusts or continual speeds of 25 mph +) it may be necessary to stay indoors, due to risk of falling objects.	1	4	5		Understanding of effects of weather
4.	Weather hot/sunny	Anyone, heat stroke & dehydration	All children and adults	Ensure fresh drinking water is available throughout sessions. Participants advised in advance to wear appropriate clothing: sun hats and apply sunscreen. Use of / creation of areas of shade.	3	4		Have a supply of sunscreen.	Build immune
7.	Thorns & nettles.	Scratches, stings, cuts & grazes	All children and adults	Remove any plants that could cause injury, check weekly and monitor.	3	1	3	People wear long sleeves and long trousers to prevent scratches and stings.	Exploring plants
8.	Carrying large branches, logs,	Scratches, bumps, concussion, trips & falls, pulled muscles.	All children and adults	Demonstrate carrying logs and branches safely. Drag sticks longer than your arm. 2 people (friend on the end). Only logs thinner than 6 inches in diameter carried by children under 16.	2	1	2	Demonstrations at the start of each session.	Creating wood structures

				Carry close to body.					
9.	Rope and twine	Rope burns	All children and adults	Group reminded how to use rope (especially when shelter building)	2	1	2	Remove any rope, twine left in trees or on floor	Learn about engineering and knots
10.	Falling branches, sticks	Head bumps, scratches and cuts	All children and adults	Explain to participants not to swing on branches. Listen for creaks and cracks especially on windy days. Ask participants to do the 'wobble test' before going inside shelters.	2	3	6	Extra caution in higher winds	Learn to risk assess
11.	Hand tools: Knives; Scissors, Peelers and Secateurs	Cuts and lacerations	All children and adults	Demonstrate safe use and carrying of hand tools. Rounded ended scissors used for all participants.	1	2	2	Explain and demonstrate usage	Using tools
12.	Insect bites, stings and tics	Skin irritations, allergies. Dizziness, panic, rash, difficulty breathing. Lymes Disease	All children and adults	Adults aware of participant allergies (consent forms), awareness of anaphylactic shock. Wash bite/sting with cold water. Hand washing and soap available. Phone 999 if cause for concern. Careful removal of tic. Ensure all parts of tic removed. Scrape with credit card in the direction it entered the skin. Keep the tic in a container in case required for medical testing.	1	3	3		Learn how to protect against stings and bites
13.	Ivy/bulbs/poisonous plants	Skin irritations, poisoning	All children and adults	Remove ivy regularly. Ivy low level risk, no berries present. Some bulbs planted under the cherry tree are, where children do not dig. No known other poisonous plants.	1	3	3		
14.	Climbing equipment	Falls, head injuries, breaks	All children	Safety surface around climbing frame. Structure checked daily for signs of wear or tear. Careful use monitored and dynamic risk assessment.	3	4	12	Staff aware of each individual child's abilities	Climbing is great physical development
15.	Sandpit cover	Falls, head injuries, breaks	All children and adults	Sandpit lid becomes slippery when wet. All children advised not to climb on it. Sandpit lid stored out of way when sandpit in use.	2	2	4		Sandpit cover protects sand from visiting cats using it as a toilet

16.	Ride on toys, bikes	Falls, head injuries, breaks	All children and adults	Careful use monitored and dynamic risk assessment.	3	4	12	Staff aware of each individual child's abilities	Use of ride on toys promotes physical development
17.	Animal faeces	Toxoplasmosis, toxocariasis, poisoning	All children and adults	Toxocariasis is from old faeces, which has harboured eggs, so is low risk. The sandpit is kept covered when not in use.	1	4	4		

### Outing Risk/Benefit Analysis – Please see separate Tree School and Beach Assessment below

	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 (P x S) 1-25	What new/other measures need to be taken	Benefits
1.	Members of the public	Abuse or abduction	All children and adults	Sessions held within school grounds. Members of the public are not allowed on site unless authorised.	2	2	4	Remind young people to let staff know if they see member of public on site	Understand risks of others.
2.	Getting lost	Young people get scared, cold, panic	All children and adults	Sessions delivered within school grounds. Children acquainted with school grounds and boundaries. Group stays within eyesight and hearing of each other	2	1	2	Children explore any unknown areas of school grounds with staff as part of session to learn landscape	Taking responsibility and care for themselves and others.
3.	Steep hills and drop offs	Falling down hills, scratches, cuts, grazes.	All children and adults	Make sure all participants are wearing sensible shoes for walking. Warn about risk of falling.	2	3	6	Demonstrate and model safe walking around site. Look out for others.	Understanding of terrain, build mental map of area
4.	Roads and vehicular tracks	Hurt by moving vehicles	All children and adults	Make children and volunteers aware of roads/car parks. Remind participants that NO ONE is allowed onto a road or car park unless the Leader agrees this and the children are accompanied.	1	3	3	Explain to children the dangers of roads and car parks and agree boundary settings.	Learning about keeping each other safe
5.	Slips and trips on uneven ground	Fall over tree stumps, branches, slip in wet and	All children and adults	Highlight common areas of uneven ground, slippery areas.	2	3	6	Risk assess site at the start of every session.	Understand risks.

		muddy areas. Possible fractures, sprains.							
6.	Sand/soil	Slips, Eye irritation	All children and adults	Sand activities monitored. Careful use of sand modelled and encouraged	2	4	8	Ensure fresh clean water available on every trip for eye baths	

### Fire Activities Risk/Benefit Analysis

There is a separate risk/benefit analysis for Tree School sessions.

	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/other measures need to be taken	Benefits
1.	Campfire	Skin burns, sparks in eyes, smoke inhalation, Death.	All children and adults	<ul style="list-style-type: none"> <li>*Leader to ensure that participants are seated at a safe distance away from fire. Use of bright coloured rope to identify how close people can get to fire.</li> <li>*Bucket of water kept next to fire at all times.</li> <li>*Explain that nobody throws anything into the fire.</li> <li>*Fire lighting bag to be kept out of reach.</li> <li>*Fire gloves to be worn at all times when feeding the fire and putting cooking items on and off fire.</li> <li>*Participants to walk (not run) around the outside of fire at ALL times.</li> <li>*Spare wood kept at safe distance away from lit fire.</li> <li>*Group to remain seated around the campfire unless cooking.</li> <li>*Explain that fire area could still be hot when no flames/extinguished.</li> <li>*Fire to be put on by dismantling and small amount of water splashed on to avoid sparks and</li> </ul>	3	3	9	Careful considerations of wind. Constantly observing groups around the fire. Constant reminder of how to stay safe around fire	Understanding use of fire – heat and food.

				hot ashes.					
2.	Campfire cooking	Burns, scolds, upset stomach (hygiene), allergies	All children and adults	Leader to check allergies of all participants, ingredient packets available to view. Wash hands regularly with soap. Cooking equipment kept clean. Waste collected in rubbish bags, not thrown on the fire. Demonstrate safe handling of cooking sticks (not waving around & draw in towards body)	3	3	9	Max number of people cooking is 10. Safe seating, e.g. 1 knee up, 1 knee down around the fire when cooking. Provision of hand washing area with water and soap plus antibacterial hand wash and wet wipes	

### Animal Risk/Benefit Analysis

Our insurance has animals and 'farm animal' handling included. Research shows that animals in workplaces or education settings give positive impact to mental health.

This risk/benefit analysis also applies for permanent, temporary or visiting animals. Any animals would also need individually assessing before they could visit the pre-school.

	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/other measures need to be taken	Benefits
1.	Tripping over animal	Fall over	All children and adults	Awareness of animal's location	2	4	8		Understand risks of others.
2.	Injury from animal	Bite or puncture wound	All children and adults	No animal with a bite history allowed into the premises.	1	4	4		Taking responsibility and care for themselves and others.
3.	Allergies	Allergic reaction from fur/feathers	All children and adults	Allergies on medical forms to be checked for any allergies for other visiting animals.	1	3	3		Animals give positive impact to mental health.
4.	Injury by others	Injury to animal from humans	The animal	Children and adults advised on safe handling and care for each animal.	2	4	8	No child to pick up any animal.	
5.	Poisoning	Animal eating something that is harmful	The animal	There are certain food that are poisonous to dogs. The main concerns at pre-school are raisins, grapes and chocolate.	1	3	3	Animals kept away from the children while they are eating.	



## Vehicle Travel Risk/Benefit Analysis

From Coronavirus lockdown 1, March 2020 – December 2021, we only used private car transport. Parents have signed consent for private travel with staff members. The only staff transporting children at present are Teresa Steele and Victoria Rawling (and Sarah O’Toole, former setting manager until January 2022). We have records of their valid car insurance. All vehicles must be maintained, roadworthy and hold a valid MOT.

At time of review in January 2022, transport trips have been put on hold, but will remain on the risk assessment for information until next review.

We will review when we can re-commence using public transport, such as busses and trains, in September 2021.

	<b>1. What?</b>	<b>How?</b>	<b>2. Who?</b>	<b>What is in Place?</b>	<b>3. Risk</b>			<b>4. Record</b>	<b>Risk Benefit analysis</b>
	<b>Hazard</b>	<b>Harm</b>	<b>People at risk</b>	<b>Existing preventative measures</b>	<b>Probability (P) 1-5</b>	<b>Severity (S) 1-5</b>	<b>Rating (PxS ) 1-25</b>	<b>What new measures need to be taken</b>	<b>Benefits</b>
<b>1.</b>	Car seats	Suitability and condition causes injury	All children and adults	.All car seats were purchased from new January 2021 – March 2021. Halfords gave fitting advice.  Car seats are checked on every use. Car seat installation is checked on every journey.  Car seats are suitable for the children’s age and weight. Car seat straps are adjusted for each individual child.	1	4	4	Continue regular checks of car seats.	Car journeys are safer with regards to COVID-19, rather than public transport.
<b>2.</b>	Road traffic accidents or collisions	Injury from impact	All children and adults	All journeys are short an rarely leave the 30 mile per hour speed restriction areas. Slow, short journey speeds reduce impact speeds and probability.	1	4	4		
<b>3.</b>	Accidents outside of vehicles during loading or unloading	Injury	All children and adults	All children are loaded into the car right outside pre-school HQ.  Care is taken when unloading children to make sure they are adequately supervised outside of the vehicles.	1	4	4	Each location safety to be discussed by staff before arrival.	

# Tree-School Pre-School – Offsite Cultural Capital Visits/Outdoor Education Site & Activity Risk/Benefit Assessment

Locations:

Tywardreath School, Southpark Road, Twywardreath, Par PL24 2PT

Carruggatt Farm Woods, Par PL24 2RX

Tywardreath Marshes

Par Duck Pond

Par Track

Par Beach

Polkerris Beach

Date: January 2022

Review Date: June 2022

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

		Residual Risk / Likelihood				
		1	2	3	4	5
Severity	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

**NB: All session will involve dynamic risk assessing. All participants will be encouraged to understand and identify hazards, potential risks and be supported in developing ways to mitigate and manage risk both personally and for the group as a whole.**

**Risks for specific locations, such as parking, access to be discussed with each staff member before first visit and staff to communicate during every visit any observations or changes to risk.**

## Offsite Cultural Capital Visits/Outdoor Education/Tree School (applies to all venues)

	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/other measures need to be taken	Benefits
1.	Slips and trips on uneven ground	Fall over tree stumps, branches, slip in wet and muddy areas. Possible fractures, sprains.	All participants	Boundaries clearly established at start of each session. Highlight common areas of uneven ground, slippery areas.  Specific site risk assess, at the start of every session.	5	1	5		Understand boundaries
2.	Weather cold/wet	Anyone, shivering, loss of feeling, collapse. Hypothermia.	All participants	Participants advised in advance to wear appropriate clothing. Ensure participants are all dressed appropriately in warm and waterproof clothing at start of session in school. Warm people up near the fire and having warm fluids.	4	1	4	Have a supply of spare kit.	Build immune system
3.	Windy/storms	Falling branches/flying twigs.  Blowing sand, dangerous water conditions	All participants	If severe wind (gusts or continual speeds of 25 mph +) session will either be moved to a sheltered area away from risks or if no sheltered safe area available for session will be cancelled due to risk of branches falling.  Beach - If severe wind (gusts or continual speeds of 25 mph +) session will be cancelled, due to risk of sand blowing and dangerous water conditions.	4	2	8	Cancellation of session. Moving all participants to safety as soon as wind picks up	Understanding of effects of weather
4.	Weather hot/sunny	Anyone, heat stroke & dehydration	All participants	Ensure fresh drinking water is available throughout sessions. Participants advised in advance to wear appropriate clothing: sun hats, and apply sunscreen. Use of / creation of areas of shade.	4	1	4	Have a supply of sunscreen.	Build immune system

5.	Members of the public	Abuse or abduction	All participants	<p>Tree school - Sessions held within school grounds or private woodland. Members of the public are not allowed on site unless authorised.</p> <p>Beach – Children and adults to be dressed in hi-vis, so can be seen easily during busy times. Adults to stay in close proximity to children and headcount regularly.</p>	2	2	4	Remind young people to let adult know if they see member of public on site	Understand risks of others.
6.	Getting lost	Missing person. Young people get scared, panic. Injury.	All participants	Children acquainted with site and boundaries. Group stays within eyesight and hearing of each other. Children and adults to be dressed in hi-vis in busy public areas.	2	1	2	Children explore any unknown areas of site with Leader as part of session to learn landscape	Taking responsibility and care for themselves and others.
7.	Thorns & nettles.	Scratches, stings, cuts & grazes	All participants	Participants wear long sleeves and long trousers to prevent scratches and stings.	3	1	3	Remove any obstructing access for young people.	Exploring woodland
8.	Carrying large branches, logs,	Scratches, bumps, concussion, trips & falls, pulled muscles.	All Participants	Demonstrate carrying logs and branches safely. Drag sticks longer than your arm. 2 people (friend on the end). Only logs thinner than 6 inches in diameter carried by children under 16. Carry close to body.	2	1	2	Demonstrations at the start of first session and dynamically.	Creating wood structures
9.	Rope and twine	Rope burns	All participants	Group reminded how to use (especially when shelter building) Gloves used for thick rope.	2	1	2	Remove any rope, twine left in trees, remind children to wear gloves when using thick rope	Learn about knots
10.	Falling branches, sticks	Head bumps, scratches and cuts	All participants	Explain to participants not to swing on branches. Listen for creaks and cracks especially on windy days. Ask participants to do the 'wobble test' before going inside shelters.	2	3	6	Extra caution in higher winds	Learn to risk assess
11.	Hand tools: Knives; Scissors, Peelers	Cuts and lacerations	All participants	Demonstrate safe use and carrying of hand tools. Rounded ended scissors used for all participants.	1	2	2	Explain and demonstrate usage	Using tools

	and Secateurs								
12.	Insect bites, stings and tics	Skin irritations, allergies. Dizziness, panic, rash, difficulty breathing. Lyme Disease	All participants	Leader and volunteers aware of participant allergies (consent forms), awareness of anaphylactic shock. Wash bite/sting with cold water. Hand washing and soap available. Phone 999 if cause for concern. Careful removal of tic. Ensure all parts of tic removed. Scrape with credit card in the direction it entered the skin. Keep the tic in a container in case required for medical testing.	2	3	6	Long sleeves and trousers worn.	Learn how to protect against stings and bites
13.	Fruits and seeds, fungi, ragwort	Allergies, poisoning, upset stomach, sickness, skin contact burns (ragwort)	All participants	Explain to all participants that we do not touch or eat any fungi, fruits or berries. Any foraged food will be identified and checked by the Leader prior to picking and consumption	2	2	4	Clearly show participants what can be foraged. All foraged materials to be checked.	Understand and appreciation of wild plants & fungi
14.	Campfire	Skin burns, sparks in eyes, smoke inhalation, Death.	All participants	*Leader to ensure that participants are seated at a safe distance away from fire. Use of bright coloured rope to identify how close people can get to fire. *Bucket of water kept next to fire at all times. *Explain that nobody throws anything into the fire. *Fire lighting bag to be kept out of reach. *Fire gloves to be worn at all times when feeding the fire and putting cooking items on and off fire. *Participants to walk (not run) around the outside of fire at ALL times. *Spare wood kept at safe distance away from lit fire. *Group to remain seated around the campfire unless cooking. *Explain that fire area could still	3	3	9	Careful considerations of wind. Constantly observing groups around the fire. Constant reminder of how to stay safe around fire	Understanding use of fire – heat and food.

				be hot when no flames/extinguished. *Fire to be put on by dismantling and small amount of water splashed on to avoid sparks and hot ashes.					
15.	Campfire cooking	Burns, scolds, upset stomach (hygiene), allergies	All participants	Leader to check allergies of all participants, ingredient packets available to view. Wash hands regularly with soap. Cooking equipment kept clean. Waste collected in rubbish bags, not thrown on the fire. Demonstrate safe handling of cooking sticks (not waving around & draw in towards body)	3	3	9	Max number of people cooking is 10. Safe sitting positions, e.g. 1 knee up, 1 knee down around the fire when cooking. Provision of hand washing area with water and soap plus antibacterial hand wash and wet wipes	
16.	Steep hills and drop offs	Falling down hills, scratches, cuts, grazes.	All participants	Make sure all participants are wearing sensible shoes for walking. Warn about risk of falling.	2	3	6	Demonstrate and model safe walking around site. Look out for others.	Understanding of terrain, build mental map of area
17.	Roads and vehicular tracks	Hurt by moving vehicles	All participants	Make children and volunteers aware of roads/car parks. Remind participants that NO ONE is allowed onto a road or car park unless the Leader agrees this and the children are accompanied.	1	3	3	Explain to children the dangers of roads and car parks and agree boundary settings.	Learning about keeping each other safe
18.	Throwing activities	Hurt by thrown stick	All participants	Ensure all participants understand they must stand alongside each other in a line and take turns in throwing. No-one must step over the line until all sticks are thrown	3	5	15	Explain risks of throwing sticks. Set and agree boundaries of activity. Group performs activity in well-defined separate area from others	Learning about safe knife use and trajectory. Improving fine motor skills and judgement.
19.	Emergency procedures & considerations		All participants	Leader to be First Aid qualified and training to take place minimum every 3 years. Emergency procedures explained to adult participants. Water bucket for fire available. Wet wipes, first aid kits available for use by FS	4	2	8	First Aid carried every session. If in any doubt contact the emergency services.	Begin to understand basic first aid and risk assessing themselves.

				Leader. Mobile phone with reception to be carried at all times by Leader. All participants medical consent forms carried at all times. Site access for emergency vehicles. Leader to dial 999 if emergency.				Leader to ensure mobile phone has reception at site.	
22.	Toileting		All participants	Children to be encouraged to use toilet prior to session starting. If child requires toilet DBS checked adult to accompany child.	1	1	1	All staff to remain within eyesight of each other.	Recognising personal needs and voicing them.
23.	Animal faeces	Toxoplasmosis, toxocariasis, poisoning	All participants	Toxocariasis is from old faeces, which has haboured eggs, so is low risk.	1	4	4		
24.	Water – Forest School	Drowning	All participants	School site has no natural water source. We do not carry out water based activities on this site.  Farm Forest has a small stream that is 5-10 cm deep. In summer it dries up completely. Children are supervised closely during steam activities. Steam is at bottom of site, so can only be accessed during a trip during the session.	2	2	4		
25.	Water - Beach	Drowning	All participants	Children are not allowed to enter the water during the main part of beach sessions. A boundary area is drawn in the sand to keep children away from the sea. Children remain clothed, so they become aware if they are wet.  At the end of a beach session, if the conditions are calm and shallow, short duration welly paddling might be permitted.  Par beach also has a stream flowing down to the beach. This area is carefully and closely supervised with dynamic risk assessment and consideration of risk/benefit analysis.	2	3	6		

26.	Rubbish/ Waste	Injury, poisoning, illness	All participants	<p>Tree School – School and farm woodland are not accessed by public and kept clean and safe.</p> <p>Beach – Area boundary marked out on sand at start of session. Area checked on arrival and any hazards removed or a different location chosen.</p>	2	3	6		
27.	Vehicles and Parking	Injury in parking areas. See separate risk assessments for travel	All participants	<p>Tree School – On private sites with safe enclosed parking.</p> <p>Beach - Care taken in car park to ensure supervision and safety of children.</p> <p>Par – Car park right on beach. Polkerris – Permission sought to park in Rashleigh car park, which is closer to beach.</p>	2	3	6		



# Tywardreath Pre-School Playgroup

## Fire Risk Assessment

Location: Old Town Hall, 2 Fore Street, Tywardreath, Par, PL24 2QP

Date: January 2022

Review Date: June 2022

<b>Risk</b>	1 = Remote	5 = Definite	<b>Residual Risk / Likelihood</b>						
<b>Severity</b>	1 = Slight	5 = Fatal							
<b>Risk x Severity = Rating</b>			<b>Severity</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
16 – 25 =	Urgent attention			<b>1</b>	1	2	3	4	5
8 – 15 =	Attention may be required			<b>2</b>	2	4	6	8	10
<b>Objectives</b>				<b>3</b>	3	6	9	12	15
1. Eliminations	4. Use of Procedures			<b>4</b>	4	8	12	16	20
2. Substitution	5. Warning System			<b>5</b>	5	10	15	20	25
3. Use of Barriers	6. PPE								

In accordance with the Regulatory Reform (Fire Safety) Order 2005:

Our 'Responsible Person' (officer) for Health and Safety and Fire Safety is Tracey Lewarne. They are responsible for the General and Fire Risk Assessments, maintaining associated records, and health and safety training.

Our 'Competent Person' is Alison Coles. They assist the Responsible Person and helps identify hazards.

### Fire Alarm and Evacuation:

1. Upon discovering a fire, the fire whistle (situated by office door and kitchen hatch) will be blown, with three short bursts.
2. The main fire exit is always the front door, if this exit is accessible. The fire is most likely to be in the kitchen, so this is the furthest exit from the kitchen. There is a back-up fire exit at the rear of the building, next to the toilets.
3. The most senior person on duty will collect the register and allocate staff roles immediately, thinking specifically with any children who have SEND. The last member of staff to leave will check the building as best as the situation allows.
4. 999 called. Full address given (2, PL24 2QP) and details of the fire. What Three Words: wildfires.trumpet.feeds
5. Register will be called at the fire assembly point. No one will be allowed to return to the building until the fire service authorise.

## Fire Risk Assessment:

	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/other measures/actions need to be taken	Benefits
1.	Blocked fire exits routes	Evacuation route at risk	All children and adults	Daily checks and checks throughout session to ensure fire exit routes are clear	2	2	4		
2.	Blocked fire exits	Evacuation route at risk	All children and adults	Daily checks and checks throughout session to ensure fire exit doors are clear	1	3	3		
3.	Locked fire exits	Evacuation route at risk	All children and adults	Daily checks and checks throughout session to ensure fire exits are not locked in a way that prevents easy exit	1	4	4		
4.	Ignition - Electricals	Evacuation route at risk	All children and adults	<p>All electrical items could cause fires.</p> <p>All electrical items are PAT tested annually by registered company.</p> <p>All electrical items should be checked for visible damage during every use, such as damage to wires.</p> <p>Toaster crumbs can cause fire. Ensure toaster tray is emptied regularly.</p> <p>Electrical items that heat are an additional risk and should be checked regularly during use. Ensure airflow around them. Ensure they are clean and dry.</p> <p>Do not cover electrical items that charging. Ensure airflow around them. Monitor that they do not become hot.</p>	2	4	8		
5.	Fuel – combustib	Fire fuel, increases fire	All children and adults	Items in storage cupboards can contribute to the fire triangle, such	3	4	12	Additional checking of the cupboards at	

	les	risk and spread		<p>as wooden playsets and cuddly toys. Ensure cupboards are tidy and arranged to allow airflow.</p> <p>Waste materials can contribute to the fire triangle, such as cardboard or paper recycling. Ensure waste is stored outside and removed from the premises regularly.</p>				the end of the day.	
6.	Fuel – soft furnishings	Fire fuel, increases fire risk and spread	All children and adults	Keep all soft furnishings away from heat sources and electrical items and ignition risks.	1	3	3		
7.	Fuel – Flammable liquids	Fire fuel, increases fire risk and spread	All children and adults	We only use domestic cleaning products. All COSHH is stored in the designated high cupboard in the kitchen. COSHH is kept in original bottles, away from ignition risks.	1	4	4		
8.	Fuel – Fats and oils	Fire fuel, increases fire risk and spread	All children and adults	<p>Cooking fats and oils can cause fires. Any grease must be cleaned up immediately and the cooker kept clean. Clean appliances is a check on the daily kitchen checks.</p> <p>Deep fat frying prohibited from pre-school.</p>	1	4	4		
9.	Ignition - dust	Starts fires	All children and adults	Regular cleaning to ensure dust is cleaned from electrical items and heaters	1	2	2		
10.	Ignition - Wiring	Starts fires	All children and adults	Our landlord carries out a two yearly inspection of the wiring and electrics. A registered electrician carries out these checks. We make our landlord aware of any concern and ensure these are addressed as soon as possible.	2	4	8		
11.	Ignition - Glassware	Starts fires	All children and adults	Reflective items, such as mirrors and glasses must be kept away from light sources, such as windows.	1	4	4		
12.	Ignition - Heaters	Starts fires	All children and adults	Heaters in use must be checked on entry and exit and throughout the session. Heaters must be	3	5	15		

				ventilated to allow airflow around them. Heaters should be kept clear of other items and dust.					
13.	Ignition – Kitchen appliance	Starts fires	All children and adults	<p>Ensure all kitchen appliances are tested annually. Ensure there is space around each appliance for air to circulate and they are not covered. Keep appliances clean and inspect for damage.</p> <p>Refrigerators are the highest cause of fires from appliances, so pull out fridge weekly to check the wire for damage.</p>	3	4	12	Sign on kitchen checks when fridge is checked.	
14.	Ignition - Smoking	Starts fires	All children and adults	No smoking policy on the premises	1	2	2		
15.	Ignition - Lighting	Starts fires	All children and adults	Ensure that lighting is used for its intended use. Ensure lighting is regularly checked and kept clear from obstruction.	2	4	8		
16.	Ignition – Naked flame	Starts fires	All children and adults	High levels of adult supervision during naked flame activities, such as candles or candle stoves.	3	2	6		
17.	Faulty equipment – fire alarm	Increases fire alarm delay	All children and adults	Fire alarm tested monthly. If not working, could delay notification of a fire on the premises.	1	2	2	Record fire alarm test on daily checks.	
18.	Faulty equipment – Missing fire whistle	Increases fire alarm delay	All children and adults	Daily check to ensure fire whistles present. If fire whistles absent, this could delay notification of a fire on the premises.	1	2	2		