CHELSEA OPEN AIR NURSERY SCHOOL
COVID 19 RISK ASSESSMENT – ALL CHILDREN & EHCP

Assessment date: 28/04/2020
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'We acknowledge that social distancing for settings with very young children will be harder to maintain. Staff should implement the recommended measures as far as they are able, whilst ensuring children are kept safe and well cared for.

Staff should pay particular attention to handwashing before and after supporting children who need help with nappy changing, toileting or eating, as well as avoiding touching their own face whilst at work. Teachers and other staff may want to use age and developmentally appropriate ways to encourage children to follow social distancing, hand-washing and other guidance, including through games, songs and stories. They should encourage parents/carers to reinforce these messages at home, by asking them to remind their children.

As much as possible, settings should seek to prevent the sharing of food, drink, utensils, equipment and toys. Equipment, toys and surfaces should be cleaned and disinfected more frequently.’ DfE April 2020

Please also see COANS Covid-19 Policy

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>IS THE RISK ADEQUATELY CONTROLLED</th>
<th>WHAT FURTHER ACTION IS REQUIRED TO CONTROL RISKS</th>
<th>RESIDUAL RISK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant activities which may result in infection or risk to several people</td>
<td>List controls e.g. information, instruction, procedures</td>
<td>List reasonable practical action</td>
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<tr>
<td>Before return of children on 3rd June</td>
<td>National Framework requirement: Identify staff who can’t return to school at this point and how they can work from home (for example, supporting remote education). Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your local authority on your plans Communication to parents from school - Ask parents for an indication about their intentions and whether they would like their child to return to</td>
<td></td>
<td>Is the residual risk, high medium or low?</td>
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</table>
get a sense of what the take up of the offer may be? Make clear to parents that it is appreciated they may change their minds if for example they indicate initially that they do not want their child to return but may then change their minds or they would like to discuss possible "barriers" that it may be possible to resolve

**Actions:**
Identify (and record that this has been carried out for every individual) all staff and students who are either **clinically vulnerable**, **clinically extremely vulnerable/shielded** or have household members who are shielded, with the Head teacher prior to them entering the school.
- ‘Clinically vulnerable’ children and staff should follow the advice of their doctor.
- Those with a ‘clinically vulnerable’ household member can attend.
- Those who are ‘clinically extremely vulnerable’/shielded should not attend.
- Those who live within someone ‘clinically extremely vulnerable’/shielded should only attend if stringent social distancing can be adhered to, and the individual understands and can comply.

Explore barriers to attendance with parents/carers where there are concerns. (Fines for non-attendance cannot be issued.)

Identify those staff or pupils who are, or who live with someone who is, symptomatic or a confirmed case of COVID-19. They cannot return to school until self-isolation is over, or a negative test is received. [Self isolation guidance](#)

Ensure that all clinically vulnerable staff are enabled to work from home, or where that is not possible, to carry out the lowest-risk roles on site, with social distancing of at least 2m. Clinically vulnerable staff electing to waive this right must have discussed it with their doctor and headteacher.

Ensure up to date risk assessments for children on EH C plans, carried out with educational providers and parents/carers, to ensure child is at no more risk in the school setting than at home. Reference the toolkit from SEND here?
Set up clear, repeated messaging to parents/carers that pupils must not attend if they, or a member of their household, has COVID-like symptoms or a positive test. Plan to resume taking attendance registers and continuing to complete the online educational setting status form to provide daily updates on how many children and staff are in school.

**National Framework requirements:**

- Consider options if necessary staffing levels can't be maintained (including school leaders and key staff like designated safeguarding leads and first aid providers).
- Agree any flexible working arrangements needed to support changes to your usual patterns (for example, staggered start/end times).
- Agree staff workload expectations (including for leaders).

**Actions:**

- Make decisions on staffing levels dependent on numbers / needs of pupils present in school.
- Prior to opening, agree flexible working patterns to support changes to the school day / class arrangement.
- Review staffing levels and workloads daily.
- Ensure adequate number of staff in attendance to maintain an appropriate ratio with pupils and ensure key competencies (first aid etc maintained)
- Options such as supply staff, splitting and alternating classes, SLT cover, partial closure may be required in event of staff shortages.
- Decide on who receives provision, what provision is on offer.

| Bubble Groupings | Create 2 discreet bubbles of children and staff team. **(up to 22 children per bubble)** | Ensure no cross contamination of resources between bubbles. |
Divide classroom and garden space (central 2 metre gap), separate rest and working areas for staff, separate toilets and entrances. Ensure fire safety and exit routes are clear and accessible. Separate resources for use by each bubble.

| Inside Teaching Free Flow: | Create ‘Bubbles’ to keep smaller groups of children separate by attending at different times or dividing the space into 2 discreet areas (separate outside and classroom space, entrances, toilets, staff room, work space, no shared resources between bubbles)
| Two staff teams distanced at all times.
| Role-model hand washing
| Encourage children not to touch their face/sneeze into elbow
| Encourage where possible social distancing, provide examples, through games and stories
| Manage number of children at an activity if possible
| Use toys and resources that are single use (eg making area) or easy to clean frequently (Avoid soft toys etc)
| Reading area: Sharing books- adult on chair, children on floor
| Masks/gloves worn by staff if required |

| Outdoor Teaching Free Flow | As much teaching outside where possible.
| Role-model hand washing
| Encourage children not to touch their face/sneeze into elbow |

| Social distancing (Adults) | Medium |
| Creation of Bubbles | |
| Resources that are used once or easy to wash | |
| PPE worn by staff as required | |
| Handwashing as defined by Public Health England | |
| Catch it, Bin it, Kill it | |

| Social distancing (Adults) | |
| Bubbles | |
| Resources that are used once or easy to wash | |
| PPE worn by staff as required | |
| Handwashing as defined by Public Health England | |
| Catch it, Bin it, Kill it | |
proximity. This space is bigger therefore social distancing measures are easier to manage.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Actions</th>
</tr>
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</table>
| Adult Led Focus Activities | • Social Distancing (Adults & Children)  
• Resources that are used once or easy to wash between uses  
• PPE worn by staff  
• Handwashing as defined by Public Health England  
• Catch it, Bin it, Kill it |
| Gathering/Story Time | • Social Distancing (Adults & Children if possible)  
• Small groups/children sat apart  
• PPE worn by staff  
• Handwashing as defined by Public Health England  
• Catch it, Bin it, Kill it |
| Snack Time | • Social distancing  
• PPE worn by staff  
• Handwashing as defined by Public Health England  
• Catch it, Bin it, Kill it |

Encourage where possible social distancing, provide examples, through games and stories  
Manage number of children at an activity if possible  
Use toys and resources that are single use (eg making area) or easy to clean frequently (Avoid soft toys etc)  
Reading area: Sharing books- adult on chair, children on floor  
Masks/gloves worn by staff if required  

Groups of 4 children or less  
Children sat apart from each other.  
Easily cleaned resources/Single use  
Individual resources where possible (eg. Not sharing scissors etc)  
Resources cleaned between use.  
Masks/gloves/aprons worn by staff if required  

No large gathering/assembly of children  
Reduced size story groups  
Stories outside or in larger spaces (not Natalie’s Nest)  
Children sat on ‘spots’, chairs or spaced apart where possible  

Hand washing before & after  
Children to drink only from personal water bottles or own milk carton  
No food/drink sharing  
Small groups  
Children sat further apart  
Staff to wear masks, aprons & glove  

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<thead>
<tr>
<th>Risk Level</th>
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<tbody>
<tr>
<td>Low</td>
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<tr>
<td>Low</td>
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<tr>
<td>Medium/High</td>
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</table>
| Lunchtime  | Fruit given to child by staff (Children not to take from plate or bowl)  
| Food/milk carton's to be disposed of in designated bin next to adult.  
| Water fountain closed off.  
| **Social distancing**  
| **PPE worn by staff**  
| **Handwashing as defined by Public Health England**  
| **Catch it, Bin it, Kill it**  
| Hand washing before & after  
| Children to drink only from personal water bottle  
| No food/drink sharing  
| Children sat further apart  
| Staff to wear masks, aprons & glove  
| Individual portions of food given to child.  
| (No sharing plates or children taking food from bowl/plate)  
| Packed lunches until normal lunch service resumed.  
| Lunch boxes to be stored in Servery or Susan Isaacs entrance way  
| No reheating of food  
| Refrigeration if possible  
| Not nuts, sweets, fizzy drinks  
| Children to place any rubbish in the bin themselves where possible  
| Medium/High |
| Self-Care & Hygiene (Including Toiling) | Catch it, Bin it, Kill it  
| Handwashing as defined by Public Health England  
| PPE  
| Correct disposal of potentially hazardous materials.  
| Where possible provide verbal cues and gesture- encourage children to be as independent as possible (for example, put own trousers into a bag etc)  
| Wear PPE when supporting in changing a child  
| Hand washing before and after  
| Soiled clothing to be disposed of in nappy bin or sealed in a bag for washing  
| All wipes, nappies etc to be bagged and disposed of in nappy bin.  
| Medium/High |
|-------------------------------------|-----------------------------------------------------------------|------|
| ➢ Anyone with any symptoms of Covid-19 at home must not enter the building, see: [https://www.nhs.uk/conditions/coronavirus-covid-19/check-if-you-have-coronavirus-symptoms/](https://www.nhs.uk/conditions/coronavirus-covid-19/check-if-you-have-coronavirus-symptoms/) | If children are unwell/displaying symptoms relating to COVID-19 they will be placed away from other children in Natalie’s Nest with a familiar adult until collected by a parent. Adult to wear PPE when treating any injuries or working with children who may be unwell. Potentially hazardous waste to be double bagged and stored in Boiler room for 72 hours before safe disposal with normal waste. Paediatric First Aid person Trained staff See sickness policy | |
| ➢ Anyone with any symptoms of Covid-19 at home must inform the school immediately by telephone so that interim actions can be taken. | ➢ Anyone with any symptoms of Covid-19 at home must go for testing and inform the school of the result. | |
| ➢ Anyone with any symptoms of Covid-19 at home must go for testing and inform the school of the result. | ➢ If anyone develops symptoms of Covid-19 during the day they must go immediately to the allocated isolation room. | |
| ➢ If anyone develops symptoms of Covid-19 during the day they must go immediately to the allocated isolation room. | ➢ If an adult has developed symptoms during the day, they must leave the site immediately and go for testing. | |
| ➢ Adults and pupils who have been in contact with an individual who has developed Covid-19 symptoms must go home as soon as is practicable and go for testing. | ➢ Adults and pupils who have been in contact with an individual who has developed Covid-19 symptoms must go home as soon as is practicable and go for testing. | |
| ➢ If an individual has tested positive for Covid-19 they, and their household, must self-isolate for 14 days, and inform the school. | ➢ If an individual has tested positive for Covid-19 they, and their household, must self-isolate for 14 days, and inform the school. | |
| ➢ If an individual has tested negative for Covid-19 they can return to school. | ➢ If an individual has tested negative for Covid-19 they can return to school. | |
| Social distancing of parents | Social distancing of parents | Daily |
| • All parent/carers to adopt social distancing as far as possible when near the entrance of the building | • Staff members to remind parents of symptoms and keep themselves and parents/carers up to date with latest government advice and guidelines. | |
| • Parents encouraged not to arrive any earlier than 5 mins before drop off allocated time | | |
- Any parent/carer coming to COA must confirm the following:
  - Confirm if Parent/carer or anyone in their household are currently unwell or displaying a high temperature or new cough.
  - Any member of the household has newly contracted Covid-19
  - Any member of household have underlying health conditions
  - Parents updated by email or text on guidelines, with posters and verbal reminders used to reinforce the message.

Anyone showing symptoms, are required under government guidelines to self-isolate for 14 days
(See wellbeing link above)

| Entry to school | ➢ Parent/carers should be encouraged to not enter the school (only one adult) but remain at front door or gate and allow child to enter on their own. Parent/carer/ to remain in entrance area and keep social distancing at all times (2metres signalling on the floor) ➢ Parents will not come into school building without prior arrangement ➢ Parents will not bring children to school if they or someone in their household is unwell or experiencing symptoms of Corona Virus. ➢ Where possible drop off/collect children on their own, unaccompanied by relatives, friends to minimise the risk of contracting/spreading the virus. ➢ Ensure, when possible, the use of public transport is minimised, especially at peak times. Parents and Children are encouraged to walk/bike/scoot to school. ➢ Parents will be reminded not to congregate at the front of the nursery and be reminded to adhere to social distancing at all times | See COVID 19 Policy & Drop Off and Collection Guidance | Daily |
> When collecting children at the end of the day
> Parent/carer/ wait outside the building in an orderly manner keeping social distancing one to another (2metres signalling on the floor)
> Children should be dropped off and collected by one adult, ideally to be the same adult per session.
> Buggies/prams/scooters/cycles that are used to transport children to school should not be left at the premises.
> Consider staff and children’s mental health and well-being. Identify any child/adult who might need additional support so they are ready to work/learn.
> Plan how best to support the education of high needs groups, including disadvantaged pupils and SEND and vulnerable children.

**Visitors**

- Visitors will not be allowed on site unless prior arrangement with Head Teacher
- All non-essential visits will be cancelled
- Any unexpected visitors attending the building will be kept in the contained reception area until the school has confirmed their visit is essential.
- No visitor will have any contact with the children within their groups

Any contractor must show their risk assessment before being admitted to site. No contractor is allowed to enter school without a prior appointment

<table>
<thead>
<tr>
<th>Play/social interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Social distancing</td>
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<tr>
<td>• Handwashing</td>
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<tr>
<td>• PPE</td>
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</table>

Is the child able to play independently with adult supervision?
Can they maintain social distancing from adults with verbal prompting?
Does the child require physical support to play, carry out leisure activities?
<table>
<thead>
<tr>
<th>Pupil behaviour</th>
<th>Does the child dribble on or lick equipment necessitating more regular cleaning requirements?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Is the child physical in their play with others?</td>
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<td></td>
<td>Does the child have a personalised behaviour plan in place agreed by parents?</td>
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<tr>
<td></td>
<td>Is it possible to manage the child’s behaviour without any physical intervention?</td>
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<td></td>
<td>Does the child require touch cues, 1 or 2 person interventions on a regular basis?</td>
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<tr>
<td></td>
<td>Does the child spit or bite as part of their behavioural responses to situations in school?</td>
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<tr>
<td></td>
<td>Does the child have antisocial behaviours that would put staff or other pupils at risk of infection, such as playing with saliva, masturbation, smearing faeces?</td>
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<tr>
<td></td>
<td>Can essential staffing ratio’s needed to maintain the child’s safety be provided?</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Meeting requirements of EHCP:</th>
<th>Community care / nursing packages remain in place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OT and Physio community visits continue</td>
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<tr>
<td></td>
<td>Community team interventions remain in place from social services, CAMHS ETC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is the child at risk if an element of their EHCP is not delivered in the normal manner or normal setting?</th>
<th>Is there a medical or safeguarding risk to the child of an element of their EHCP not being implemented?</th>
</tr>
</thead>
</table>

| High                                                                                                      | Low                                                                                                  |
| Parental ability to meet the child's health and care needs | • Social worker continue to support parents whilst child at home  
• Parenting capacity assessments continue | Is there a current identified risk relating to Parenting capacity?  
Is there a judgement that this current situation will push parenting capacity into a place that would put the child at risk?  
Is the child on a CP Plan  
Is the child identified as CIN  
Is the parent stating that they cannot meet their child's health and care needs in a longer term lockdown situation? | Medium |
|---|---|---|
| After School Provision/Breakfast Club | • There will be no after or before school provision  
• No child can be on site before 9.00am or after the last group is collected at 4.10pm, we cannot stress the importance of children collected promptly and on time. Essential cleaning is required at the end of school day. No adults are to remain on site when this commences | | |
| Fire Evacuation | In the event of Fire alarm, school follows normal evacuation procedures | | |
| Registers | • Usual paper register will be taken on arrival  
• Classroom registers will be provided for each bubble these will be centrally stored in the office  
• Senior staff member will double check classroom register each morning; these doubles up as Emergency Fire Roll Call  
• Pupils going for medical appointments will not be readmitted.  
• Pupils must be collected on time– the school cannot supervise children who have not been collected on time. | | |
• Any child not collected and deemed as late will remain in their Bubble Area room with SMT
• Staff to be signed in manually on the electronic system by office staff.

Relevant links

Guidance for educational settings

Actions to prepare for wider opening from June 1st

Implementing protective measures in education


Cleaning of non-healthcare settings

COVID-19 poster

Managing premises

Guidance on infection prevention and control for COVID-19

First aid guidance