



SAFETY AND SUITABILITY OF PREMISES ,ENVIRONMENT AND EQUIPMENT

8.1 Health and safety general standards

Policy statement

This setting believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

- We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Our member of staff responsible for health and safety is:

HAFSA GHASWALA

- She is competent to carry out these responsibilities.
- She has undertaken health and safety training and regularly updates her knowledge and understanding.
- We display the necessary health and safety poster in

STAFF ROOM

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in:

PARENTS FOYER AND STAFF ROOM.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being		3.3 The learning environment	

Procedures

Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.

- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the setting.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- We operate a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own or leave on their own after dark.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.
- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used. This states what the risks are and what to do if they have contact with eyes or skin or are ingested. It also states where they are stored.
- We keep all cleaning chemicals in their original containers.

Windows

- Low level windows are made from materials that prevent accidental breakage or are made safe.
- Windows are protected from accidental breakage or vandalism from people outside the building.
- Windows above the ground floor are secured so that children cannot climb through them.

Doors

- We take precautions to prevent children's fingers from being trapped in doors.

Floors

- All floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged.

Electrical/gas equipment

- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- Storage heaters are checked daily to make sure they are not covered.

- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

Storage

- All resources and materials from which children select are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

Outdoor area

- Our outdoor area is securely fenced and bricked.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- All outdoor activities are supervised at all times.

Hygiene

- We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting which includes play room(s), kitchen, rest area, toilets and nappy changing areas.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
- We implement good hygiene practices by:
 - cleaning tables between activities;
 - cleaning toilets regularly;
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
 - providing sets of clean clothes;
 - providing tissues and wipes; and
 - ensuring individual use of flannels and towels.

Activities and resources

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.

- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children who are sleeping are checked regularly in intervals of at least every ten minutes. This is recorded with the times checked and the initials of the person undertaking the check.
- If children fall asleep in-situ, it may be necessary to move or wake them to make sure they are comfortable.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.
- Large pieces of equipment are discarded only with the consent of the manager and the chairperson or owner

Legal framework

- Health and Safety at Work Act (1974)
- Management of Health and Safety at Work Regulations 1999
- Electricity at Work Regulations 1989
- Control of Substances Hazardous to Health Regulations (COSHH) (2002)
- Manual Handling Operations Regulations 1992 (as amended 2004)
- Health and Safety (Display Screen Equipment) Regulations 1992

Further guidance

- Health and Safety Law: What You Should Know (HSE Revised 2009)
- Health and Safety Regulation...A Short Guide (HSE 2003)
- Electrical Safety and You (HSE 2012)
- Working with substances hazardous to health: What You Need to Know About COSHH (HSE Revised 2009)
- Manual Handling – Frequently Asked Questions (HSE 2011)

This policy was adopted at a meeting of	Kids Corner Nursery Ltd	name of setting
Held on	July 2020	(date)
Date to be reviewed	July 2021	(date)
Signed on behalf of the management committee	<i>Hafsa Ghaswala</i> <i>Mariam Karim</i>	
Name of signatory	Hafsa Ghaswala & Mariam Karim	
Role of signatory (e.g. chair/owner)	Owner/Manager	

SAFETY AND SUITABILITY IN PREMISES, ENVIRONMENT AND EQUIPMENT

8.2 Maintaining children’s safety and security on premises

Policy statement

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.2 Parents as partners		

Procedures

Children's personal safety

- We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the disclosure barring service.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

- Systems are in place for the safe arrival and departure of children.
- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- We only allow access to visitors with prior appointments.
- Our staff check the identity of any person who is not known before they enter the premises.
- We keep front doors and gates locked shut at all times. Back doors are kept locked shut at all times where they may lead to a public or unsupervised area.
- We have installed entry phones and 'spy holes' in the main door at a suitable height.
- The personal possessions of staff and volunteers are securely stored during sessions.

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SAFETY AND SUITABILITY ON PREMISES, ENVIRONMENT AND EQUIPMENT

8.3 Supervision of children on outings and visits

Policy statement

Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. Some settings do not have direct access to outdoor provision on their premises and will need to take children out daily. Staff in our setting ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.3 The learning environment	4.2 Active learning

Procedures

- Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.
- This general consent details the venues used for daily activities.
- A risk assessment for each venue is carried out, which is reviewed regularly.
- Parents are always asked to sign specific consent forms before major outings.
- A risk assessment is carried out before an outing takes place.
- All venue risk assessments are made available for parents to see.
- Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.
- Outings are recorded in an outings record book kept in the setting stating:
 - The date and time of outing.
 - The venue and mode of transport.
 - Names of staff assigned to named children.
 - Time of return.

- Staffs take a Nursery mobile phone on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
- Staffs take a list of children with them with contact numbers of parents/carers.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.
- A minimum of two staff, at least one of which is trained in Paediatric First Aid, should accompany children on outings and a minimum of two, at least one of which is trained in Paediatric First Aid, should remain behind with the rest of the children.

Coronavirus Covid-19 updates

The Department for Education guidance states that: *‘Settings should maximise use of private outdoor space, while keeping small groups of children and staff away from other groups.*

“Childminders and early years providers may take small groups of children to outdoor public spaces, for example parks, provided that a risk assessment demonstrates that they can stay 2m away from other people at all times.

“This should be restricted to small groups and should be done in line with wider government guidelines on the number of people who can meet in outdoor public places. Providers should not take larger groups of children to public outdoor spaces at one time.’

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8.4a - Risk assessment for prioritised places and staff shortages during the coronavirus (COVID-19) outbreak

This risk assessment has been devised to support providers in maintaining the safety and well-being of all children and staff as they offer prioritised places. It acknowledges that some of those places will be for vulnerable children who already have additional needs and who will require their existing risk assessment to be updated. The list of examples given here is not exhaustive and should be added to with any specific considerations for an individual setting. Additions and amendments should be added to this form and a new form completed and attached to this original form as required. A separate form should be used for individual children, whole groups and specific areas.

Room/area/group of children referred to in this risk assessment: Kids Corner Nursery Upperton

Assessment carried out by: HGhaswala

Assessment date: 01/09/2020

Manager's signature: Ghaswala

Hazard (What are the risks you have identified?)	People (Who might be harmed)	Severity (How badly could they be harmed, in a worst case scenario?)	Likelihood (of harm with present controls)	Risk Level	Controls (What controls can be put in place?)	Further Action (What needs to be changed, by whom and by what date?)	Likelihood (of harm with extra controls)
<i>Examples</i> Maintaining adequate ratios Working with mixed age groups in one area Staff shortages Child becomes ill Practitioner becomes ill Maintaining allergy information Providing meals Children's emotional well-being Disruption of key person system	<i>Examples</i> Staff Children Student/s Volunteers Children with additional needs Staff with additional needs	<i>Choose one option:</i> Death; Major injury (Hospital/A&E/GP treatment required); Minor injury or Illness (First-aid required); Superficial injury or Discomfort (No first-aid); Emotional well-being.	<i>Choose from</i> Very likely; Likely; Remote.	<i>Choose from:</i> High Medium Low Insignificant	<i>Examples</i> Additional procedures Personal Protective Equipment Closing off unused rooms/ areas in setting Children bringing own lunch	<i>Examples</i> Increased Supervision Changes to existing procedures Local Authority guidance Personal Protective Equipment Others as identified	<i>Choose from:</i> Very likely Likely Remote
Children become unwell whilst at home	Children & Adults	Lasting symptoms Serious illnesses	Likely	Low	Children who are unwell not attending Parents monitoring child at home	Self-isolation if needed/ further symptoms developed Testing Reporting to authorities Monitoring persons in contact further	Unlikely

<p>Children become unwell whilst at nursery</p>	<p>Children & Staff</p>	<p>Lasting symptoms Serious illnesses</p>	<p>Likely</p>	<p>Low</p>	<p>Temperature checks on arrival</p> <p>Increased hygiene and frequent hand washing</p> <p>Contacting parents to collect child immediately</p> <p>Caring for child in a separate, well ventilated area in a calm, non-distressing manner.</p> <p>Responsible staff wearing appropriate PPE</p> <p>Deep clean following immediate collection</p>	<p>Self-isolation if needed/ further symptoms developed</p> <p>Testing</p> <p>Reporting to authorities</p> <p>Monitoring persons in contact further</p>	<p>Unlikely</p>
<p>Staff members become unwell/ develop symptoms</p>	<p>Staff</p>	<p>Lasting symptoms Serious illnesses Hospital treatment</p>	<p>Likely</p>	<p>Low</p>	<p>Temperature checks on arrival</p> <p>Increased hygiene and frequent hand washing</p> <p>No mixing between staff members</p> <p>Maintaining social distancing whilst in the setting</p> <p>Immediate reporting of developed symptoms</p>	<p>Self-isolation if needed/ further symptoms developed</p> <p>Testing</p> <p>Reporting to authorities</p> <p>Monitoring persons in contact further</p>	<p>Unlikely</p>

<p>Staff shortages</p>	<p>Children & Adults</p>	<p>Disruptions to ratios</p>	<p>Unlikely</p>	<p>Low</p>	<p>Closely monitoring staff's wellbeing and acting promptly on reported sicknesses to assure appropriate ratios</p> <p>Replacing absent staff member with similarly qualified present practitioner (e.g if cook is unwell designated person with Food Safety training; if Manager is unwell named Deputy manager takes over, etc)</p> <p>In case of severe staff shortages deploying cover staff from Gwendollen Road site</p>	<p>Reporting to authorities</p> <p>Auditing appropriate provision through prioritised spaces risk assessment (bellow) and taking further actions</p>	<p>Unlikely</p>
<p>Disruption of key person system</p>	<p>Children</p>	<p>Emotional distress</p>	<p>Unlikely</p>	<p>Low</p>	<p>Ensuring familiar practitioners work with affected children (e.g colleagues from same room) where possible</p> <p>All staff following strictly Positive behaviour policy and monitoring children's PSE and emotional wellbeing</p>	<p>Developing range of activities supporting children's emotional well-being</p> <p>Acknowledging and managing the effect of pandemic on children's through providing consistent routines</p>	<p>Unlikely</p>

<p>Limited provision</p> <p>Need to prioritise spaces</p>	<p>Children & Adults</p>	<p>Disruptions to provision</p>	<p>Unlikely</p>	<p>Low</p>	<p>Identifying and prioritising vulnerable children, those in foster care, children with EHCP and those under child protection plans.</p> <p>Preparing an audit for families in need of childcare such as those of critical workers, where no there care arrangements can be put in place.</p>	<p>Reporting to authorities and taking actions appropriately</p> <p>Arrangements for alternative care at Gwendollen Road site</p>	<p>Unlikely</p>

If following risk assessment and control measures the level of risk remains high and the risk of harm remains very likely then the place should not be offered.



SAFETY AND SUITABILITY OF PREMISES, ENVIRONMENT AND EQUIPMENT

8.5 Fire safety and emergency evacuation

Policy statement

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer, or Fire Safety Consultant. We ensure our policy is in line with the procedures specific to our building, making reasonable adjustments as required.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe		3.3 The learning environment 3.4 The wider context	

Procedures

- The basis of fire safety is risk assessment. These are carried out by a ‘competent person’.
- The manager has received training in fire safety sufficient to be competent to carry out risk assessment; this will be written where there are more than five staff. This will follow the guidance as set out in the *Fire Safety Risk Assessment – Educational Premises* document.
- Settings in rented premises will ensure that they have a copy of the fire safety risk assessment that applies to the building and that they contribute to regular reviews.
- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
 - clearly displayed in the premises;
 - explained to new members of staff, volunteers and parents; and
 - practised regularly at least once every six weeks.
 - Records are kept of fire drills and the servicing of fire safety equipment.

Fire safety precautions taken

- We ensure that fire doors are clearly marked, never obstructed and easily opened from the inside.
- We ensure that smoke detectors/alarms and fire fighting appliances conform to BS EN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- We have all electrical equipment checked annually by a qualified electrician. Any faulty electrical equipment is taken out of use and either repaired or replaced.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
 - clearly displayed in the premises;
 - explained to new [members of staff,] volunteers and parents; and
 - practised regularly, at least once every six weeks.
- Records are kept of fire drills and of the servicing of fire safety equipment.

Emergency evacuation procedure

Every setting is different and the evacuation procedure will be suitable for each setting. It must cover procedures for practice drills including:

- How children are familiar with the sound of the fire alarm.
- How the children staff and parents know where the fire exits are.
- How children are led from the building to the assembly point.
- How they will be accounted for and who by.
- How long it takes to get the children out safely.
- Who calls the emergency services and when in the event of a real fire.
- How parents are contacted.

The fire drill record book must contain:

- Date and time of the drill.
- How long it took.
- Whether there were any problems that delayed evacuation.
- Any further action taken to improve the drill procedure.

Legal framework

- Regulatory Reform (Fire Safety) Order 2005

Further guidance

- Fire Safety Risk Assessment - Educational Premises (HMG 2006)

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SAFETY AND SUITABILITY OF PREMISES, ENVIRONMENT AND EQUIPMENT



8.6 Animals in the setting

Policy statement

Children learn about the natural world, its animals and other living creatures, as part of the Early Years Foundation Stage curriculum. This may include contact with animals, or other living creatures, either in the setting or in visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and well-being	2.3 Supporting learning	3.3 The learning environment	4.1 Play and exploration 4.4 Knowledge and understanding of the world

Procedures

Animals in the setting as pets

- We take account of the views of parents and children when selecting an animal or creature to keep as a pet in the setting.
- We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.
- We provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.
- We ensure the correct food is offered at the right times.
- We make arrangements for weekend and holiday care for the animal or creature.
- We register with the local vet and take out appropriate pet care health insurance.
- We make sure all vaccinations and other regular health measures, such as de-worming are up-to-date and recorded.
- Children are taught correct handling and care of the animal or creature and are supervised.
- Children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.

- Staff wear disposable gloves when cleaning housing or handling soiled bedding.
- If animals or creatures are brought in by visitors to show the children they are the responsibility of the owner.
- The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

Visits to farms

- Before a visit to a farm a risk assessment is carried out - this may take account of safety factors listed in the farm's own risk assessment which should be viewed.
- The outings procedure is followed.
- Children wash their hands after contact with animals.
- Outdoor footwear worn to visit farms are cleaned of mud and debris and should not be worn indoors.

Coronavirus Covid-19 updates

As the setting may have to close at short notice at any time during the crisis, alternative arrangements are in place for any pets and animals that currently inhabit the setting. New animals or pets will not be taken on during the COVID-19 outbreak.

Legal framework

- The Management of Health and Safety at Work Regulations 1999

Further guidance

- Health and Safety Regulation...A Short Guide (HSE 2003)

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- Outdoor footwear worn to visit farms are cleaned of mud and debris and should not be worn indoors.

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