**Warwickshire Early Years Foundation Stage, Reset and Recovery**

**Risk Assessment Prompts for Early Years Providers**

**1.0 Introduction**

**The Warwickshire Early Years Foundation Stage: Reset and Recovery Risk Assessment Prompts for Early Years Providers and Childminders** is a tool to support managers and leaders to:

* Identify and consider a number of areas when conducting a risk assessment to reduce transmission of an infectious disease within the context of the Early Years Foundation Stage
* A tool to help providers return to opening provision or extending the number of children who attend

The tool provides a framework for developing or reviewing a risk assessment. However, these are only suggestions and it is vital that if you chose to us this tool that you tailor your settings risk assessment by amending / adding to these prompts as required to ensure you have captured all relevant risk information specific to your setting.

In preparing this document the Local Authority has paid regard to advice from Public Health England, Health and Safety Executive and Government guidance. This document is being issued as a starting point and its use is the choice of the provider.

These risk assessment prompts do not supersede any legal obligations relating to health and safety, employment or equalities duties and it is important that businesses or employers continue to comply with existing obligations, including those relating to individuals with protected characteristics. This is not an exhaustive list of possible measures and controls and the overall setting specific document is the responsibility of the early years and childcare provider.

**2.0 Government Guidance:**

**[Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures)**

**This guidance is intended to support early years settings to manage provision during coronavirus (COVID-19).**

**Who this guidance is for**

This guidance is for local authorities and all early years providers in England. This includes early years provision in:

* maintained schools
* non-maintained schools
* independent schools
* all providers on the Ofsted early years register
* all providers registered with an early years childminder agency

For reception, schools should, in the most part, refer to the [guidance for schools: coronavirus (COVID-19)](https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19), although some of the information in this guidance is relevant to reception.

**This guidance does not apply to:**

* nannies or au pairs, as they work in the child’s or children’s family home
* providers caring for children over the age of 5 and registered with Ofsted on either the compulsory or voluntary childcare register - providers caring for children over the age of 5 should refer to the guidance on [protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak)
* providers offering childcare through community activities, holiday clubs, breakfast or after-school clubs, tuition and other out-of-school provision, they should refer to [protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus (COVID-19) outbreak](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak)

**3.0 Supporting Documentation**

**The guidance and the risk assessment prompts should be read alongside the following:**

**Guidance on infection prevention and control:**

* [**safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)**](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe)

**Guidance on funding:**

* [**financial support for education, early years and children’s social care**](https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care)
* [**check if you can claim for your employees’ wages through the Coronavirus Job Retention Scheme**](https://www.gov.uk/guidance/claim-for-wage-costs-through-the-coronavirus-job-retention-scheme)
* [**use of free early education entitlements funding during coronavirus (COVID-19)**](https://www.gov.uk/government/publications/use-of-free-early-education-entitlements-funding-during-the-coronavirus-outbreak/use-of-free-early-education-entitlements-funding-during-coronavirus-covid-19)

**Other relevant guidance:**

* [**temporary early years foundation stage (EYFS) coronavirus (COVID-19) disapplications**](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications)
* [**Ofsted’s response to coronavirus (COVID-19)**](https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update)
* [**EYFS reforms: government consultation response**](https://www.gov.uk/government/consultations/early-years-foundation-stage-reforms)

**4.0 The scope of Government Guidance: Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak**

The guidance sets out what applies at the date of issue. Providers **must comply** with the current requirements of the **Statutory framework for the early years foundation stage** [www.gov.uk/government/publications/early-years-foundation-stage-framework--2](http://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)

Providers must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Providers are responsible for planning and implementing appropriate protective measures to reduce coronavirus (COVID-19) transmission and **must follow** public health guidance as set out in **Section 3** of the guidance.

**5.0 Effective Practice**

Good health and safety practices are about keeping things simple, being proportionate and focusing on the real (substantive) risks. Procedures should be clear and concise with assessment of risk being practical. An effective risk assessment is about getting the balance right on managing risk rationally, it cannot always eliminate a risk altogether. Early years providers currently work with a range of documents which support the daily operation of their childcare provision. Providers will need to refresh current risk assessments in light of the most recent coronavirus (COVID-19) Government guidance and identify all relevant protective measures applicable to the setting. Providers should consider whether any refresh or review of their safeguarding and child protection arrangements is needed in light of the updated guidance. There will be a need to continuously review risk assessments to ensure that practice and procedures continue to meet the needs of all children, staff, families and visitors as the numbers who attend begins to increase over time.

**6.0 What is the risk?**

COVID-19 is an infectious disease recognised internationally as a pandemic, the transmission of which must be controlled. From 20th July 2020, early years settings are no longer be required to keep children in small, consistent groups within settings. Settings should still consider how they can minimise mixing within settings. This change is possible because significant progress continues to be made in tackling the coronavirus Covid-19. This risk assessment prompt tool, therefore, focuses on actions that are reasonably practicable to implement, that will reduce the risk of transmission of COVID-19.

**7.0 Who is responsible?**

The employer is responsible for making sure that risks, particularly the risks to staff and children, are managed so far as is reasonably practicable. For maintained schools the employer is Warwickshire County Council, for Academies it is the Academy Trust, and for the Private, Voluntary and Independent sector provision including childminders it is the Ofsted ‘Registered Person (s)’.

**8.0 What we know:**

The World Health Organisation (WHO) confirms that data from published epidemiology and virologic studies provides evidence that COVID-19 is primarily transmitted directly from symptomatic people (those infected with COVID-19 displaying symptoms) to others who are in close contact with the infected person. Respiratory droplets are passed on directly through coughing and sneezing, or indirectly by contact with contaminated objects and surfaces; where the virus may be transferred from the surface to the hand and then the face - eyes, nose or mouth. Therefore, to minimise the risk of transmission, settings must put into place proportionate control measures. These measures make up a ‘system of controls’ building on the hierarchy of protective measures that have been in place throughout the coronavirus Covid 19 outbreak.

The **‘system of controls’** is set out in: **10.0.Actions for Early Years Providers below:**

**9.0 Summary**

These protective measures are the key focus for organising all aspects of the day and need to be built into the operational routine. In addition to prevention and infection control, the risk assessment prompts tool supports additional health and safety considerations related to the consequences of COVID-19.

* Put in place a system of controls to minimise the risk of COVID-19 transmission to staff, children, parents, carers and visitors.
* Communicate the risks and required safe methods of working to all building users.
* Ensure that staff (employees) have the relevant information and training to manage risks on a day to day basis, including access to competent health and safety advice where needed.
* Check that the protective measures have been implemented and remain appropriate and effective.
* Ensure that the protective measures are monitored throughout the day and reviewed where necessary.

**10.0 Actions for early year providers: System of Controls**

**Infection prevention and response: system of controls**

Keeping children and staff safe is our utmost priority. This section of the guidance sets out the public health advice that early years settings must follow to minimise the risks of coronavirus (COVID-19) transmission. It also includes the process that settings should follow if anyone develops coronavirus (COVID-19) symptoms while attending the setting. This guidance has been developed with advice from Public Health England (PHE).

**System of controls: protective measures**

Having assessed their risks, settings should work through the [system of controls](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#system-of-controls-protective-measures), adopting measures in a way that addresses these risks, works for their setting, and in line with the learning and development needs of children. This should include full educational and care support for children who have SEND.

**This is the set of actions early years settings must take. They are grouped into prevention and response to any infection.**

**Prevention**

**1)**[**Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID19) symptoms or who have someone in their household who does or have been advised by NHS test and trace to self-isolate, do not attend settings**](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#minimise)

**2)**[**Where recommended, the use of face coverings**](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#face)

**3)**[**Clean hands thoroughly and more often than usual**](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#clean)

**4)**[**Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach**](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#bin)

**5)**[**Maintain enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents**](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#detergent)

**6)**[**Minimise contact between groups of children where possible**](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#groups)

**7)**[**Where necessary, wear appropriate personal protective equipment (PPE)**](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#protective)

**8)**[**Keep occupied spaces well ventilated**](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#ventilated)

**Numbers 1, 3, 4, 5 and 8 must be in place in all settings all the time.**

**Numbers 2 and 6 must be properly considered, and settings must put in place measures that suit their particular circumstances.**

**Number 7 applies in all specific circumstances.**

**Response to any infection**

**9)**[**Engage with the NHS Test and Trace process**](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#track)

**10)**[**Manage and report to Ofsted and the PHE advice line confirmed cases, of coronavirus (COVID-19) amongst the setting community**](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#report)

**11)**[**Contain any outbreak by following local health protection team advice**](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#team)

**Numbers 9 to 11 must be followed in every case where they are relevant.**

**System of controls: prevention**

**1. Minimise contact with individuals who are unwell by ensuring that those who have**[**coronavirus (COVID-19) symptoms**](https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus)**, or who have someone in their household who does, do not attend settings**

**When an individual develops coronavirus (COVID-19) symptoms or has a positive test**

Ensure children, staff and other adults do not come into settings if they have coronavirus (COVID-19) symptoms for at least 10 full days from:

* the day after the start of their symptoms
* the test date if they did not have any symptoms but have had a positive test, (whether this was a [**Lateral Flow Device or Polymerase Chain Reaction test**](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection#tests-for-covid-19)

Anyone developing those symptoms during the day is to be sent home. These are essential actions to reduce the risk in settings and further drive down transmission of coronavirus (COVID-19). All settings must follow this process and ensure all staff are aware of it.

If anyone in the setting becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia) they:

* must be sent home to begin isolation, the isolation period includes the day the symptoms started and the next 10 full days - if any of the individual’s household members are also present at the setting they will need to be sent home at the same time
* are advised to follow [guidance for households with possible or confirmed coronavirus (COVID-19) infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)
* should [arrange to have a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) to see if they have coronavirus (COVID-19) - those [prioritised for testing](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested#list-of-essential-workers-and-those-prioritised-for-testing-england-only) include education and childcare workers

Other members of their household (including any siblings) should isolate. Their isolation period includes the day the first person in their household’s [symptoms](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection#symptoms) started (or the day their test was taken if they did not have symptoms, whether this was a [Lateral Flow Device or Polymerase Chain Reaction test](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection#tests-for-covid-19)), and the next 10 full days.

**If a child is awaiting collection:**

* they should be moved, if possible, to a room where they can be isolated behind a closed door with appropriate adult supervision
* if it is safe to do so, a window should be opened for ventilation
* if it is not possible to isolate them, move them to an area which is at least 2 metres away from other people
* if they need to go to the bathroom while waiting to be collected, they should be taken to a separate bathroom if possible - the bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else
* PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs) - more information on PPE use can be found in the guidance on [safe working in education, childcare and children’s social care settings](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe)
* as is the usual practice, in an emergency situation call 999 if someone is seriously ill or injured or their life is at risk - anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital

**Further action to take when someone tests positive can be found in the system of controls on how to:**

* [engage with the NHS Test and Trace process](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#track)
* [manage and report to Ofsted and PHE advice line confirmed cases of coronavirus (COVID-19) amongst the setting community](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#report)

The information on [what to do if a child is displaying symptoms of coronavirus (COVID 19)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/918925/Symptomatic_children_action_list_EARLY_YEARS_FINAL_17-09.pdf) is available in a printable A4 format.

**When an individual has had close contact with someone with coronavirus (COVID-19) symptoms**

Any member of staff who has provided close contact care to someone with symptoms even while wearing PPE, and all other members of staff or children who have been in close contact with the person with symptoms (even if wearing a face covering), do not need to go home to self-isolate. They must, however, self-isolate if:

* the symptomatic person subsequently tests positive
* they develop symptoms themselves (in which case they should arrange for a test)
* they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated)

Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people. See guidance on [cleaning of non-healthcare settings outside the home](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings).

Evidence from PHE shows that routinely taking the temperature of children is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).

**2. Where recommended, the use of face coverings**

The government is not recommending universal use of face coverings in early years settings because the [system of controls](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#system-of-controls-protective-measures) provides additional mitigating measures. Some are less able to wear face coverings and this includes children under the age of 11 (PHE advises that for health and safety reasons, face coverings should not be used for children under 3). Misuse may inadvertently increase the risk of transmission, and there may also be negative effects on communication and thus children’s development.

**When social distancing is difficult to maintain in communal areas**

It is not mandatory for staff and visitors to wear face coverings in early years and childcare settings. In situations where social distancing between adults in settings is not possible (for example, when moving around in corridors and communal areas), settings have the discretion to recommend the use of face coverings for adults on site, for both staff and visitors.

There are some places outside of the setting where it is required by law to wear a face covering. For example, on public transport. Further information can be found in [face coverings: when to wear one and how to make your own](https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own#when-to-wear-a-face-covering).

**Exemptions**

Some individuals are [exempt from wearing face coverings](https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own). This applies, for example, to those who:

* cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or a disability
* speak to, or provide assistance to, someone who relies on lip reading, clear sound or facial expression to communicate

The same exemptions apply in early years settings, and we would expect leaders and staff to be sensitive to those needs.

**Access to face coverings**

It is reasonable to assume that staff will now have access to face coverings due to their increasing use in wider society. PHE have made available resources on how to [make a simple face covering](https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering).

Where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it, or it having become soiled/unsafe, early years settings should take steps to have a small contingency supply available to meet such needs.

**Safe wearing, removal and disposal of face coverings**

Settings should have a process for removing face coverings when staff or visitors who use face coverings arrive at the setting, and when face coverings are worn at the setting in certain circumstances. This process should be communicated clearly to staff and visitors.

Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully.

**3. Clean hands thoroughly and more often than usual**

Coronavirus (COVID-19) is an easy virus to kill when it is on the skin. This can be done with soap and running water or hand sanitiser.

To clean hands, wash thoroughly for 20 seconds with running water and soap and dry them thoroughly, or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.

Settings must ensure that children clean their hands regularly, including:

* when they arrive at the setting
* when they return from breaks
* when they change rooms
* before and after eating
* after using the bathroom

Regular and thorough hand cleaning is needed for the foreseeable future.

Points to consider and implement:

* ensure the setting has enough hand washing or hand sanitiser stations available so that all children and staff can clean their hands regularly
* supervise use of hand sanitiser, given risks around ingestion. Young children and those with complex needs should continue to be helped to clean their hands properly - skin friendly cleaning wipes can be used as an alternative
* build these routines into setting culture, and ensure younger children and those with complex needs understand the need to follow them as far as possible

**4. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach**

The ‘catch it, bin it, kill it’ approach continues to be very important, so settings must ensure they have enough tissues and bins available in the setting to support children and staff to implement this routine. Dispose of tissues into a disposable rubbish bag and immediately clean hands with soap and water or use a hand sanitiser. As with hand cleaning, settings must ensure younger children are helped to get this right, and all children understand that this is now part of how the setting operates.

Some children with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example, those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these children and the staff working with them. It is not a reason to deny these children a place at the setting.

**5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents**

In line with the risk assessment and timetabling of the day, put in place and maintain a cleaning schedule that ensures cleaning is generally enhanced and includes:

* more frequent cleaning of rooms that are used by different groups
* frequently touched surfaces being cleaned more often than normal
* clear procedures for maintaining cleaning processes for food preparation areas, dining areas and table coverings
* different groups do not need to be allocated their own toilets, but toilets will need to be cleaned regularly and children must be encouraged to clean their hands thoroughly after using the toilet

All settings should follow the PHE [guidance for cleaning non-healthcare settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings).

**6. Minimise contact between groups of children where possible**

Early years settings are no longer required to organise children and staff in small, consistent groups so can return to normal group sizes. Returning to normal group sizes is based on the fact that the overall risk to children from coronavirus (COVID-19) is low. It also recognises that early years settings are typically smaller than schools. However, settings should still consider how they can minimise mixing within settings, for example where they use different rooms for different age groups, keeping those groups apart as much as possible. Minimising contact between groups can reduce the number of children and staff required to self-isolate in the event of children or staff testing positive for coronavirus (COVID-19).

Adopting the [system of controls](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#system-of-controls-protective-measures) set out here in a robust way will ensure that there are proportionate safeguards for children and staff, and reduce the risk of transmission.

Parents and carers should be encouraged to limit the number of settings their child attends, ideally ensuring their child only attends the same setting consistently. This should also be the same for staff.

There may be situations where a child needs to attend more than one setting, for example, children attending a childminder before their nursery opens so that their parent or carer may go to work.

Settings, parents and carers should work through the [system of controls](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#system-of-controls-protective-measures) collaboratively to address any risks identified and allow them to jointly deliver appropriate care for the child. This section of the guidance contains more information about the [system of controls](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#system-of-controls-protective-measures) for settings.

**7. Where necessary, wear appropriate personal protective equipment (PPE)**

The majority of staff in early years settings do not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:

* when an individual child becomes ill with coronavirus (COVID-19) symptoms while at a setting, and only then if a distance of 2 metres cannot be maintained
* when a child already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used

Guidance on [safe working in education, childcare and children’s social care](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care) provides more information about preventing and controlling infection, how PPE should be used, what type of PPE to use, and how to source it.

**8. Keeping occupied spaces well ventilated**

When the setting is in operation, it is important to ensure that it is well ventilated, and a comfortable environment is maintained.

This can be achieved by a variety of measures including:

* mechanical ventilation systems. These should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)
* natural ventilation – opening windows, when it is safe to do so. In colder weather windows should be opened just enough to provide constant background ventilation and periodically opened more fully when it is safe to do so to purge the air in the space

Further advice on this can be found in Health and Safety Executive guidance on [air conditioning and ventilation during the coronavirus outbreak](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm) and [CIBSE coronavirus (COVID-19) advice](https://www.cibse.org/coronavirus-covid-19/coronavirus,-sars-cov-2,-covid-19-and-hvac-systems).

To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:

* opening high level windows in preference to low level to reduce draughts
* increasing the ventilation while spaces are unoccupied
* re-arranging furniture where possible to avoid direct draughts

Heating should be used as necessary to ensure comfort levels are maintained, particularly in occupied spaces.

**System of controls: response to any infection**

**9. Engage with the NHS Test and Trace process**

Settings must ensure that they understand the NHS Test and Trace process. Settings must ensure that staff members, parents and carers understand that they will need to be ready and willing to:

* [book a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) if they are displaying symptoms - the main symptoms are a high temperature, a new continuous cough or a loss or change to your sense of smell or taste
* staff, children and their household members must not come into the setting if they have symptoms. They must be sent home to self-isolate if they develop them in the setting. All children can be tested if they have symptoms, including children under 5, but children under 11 will need to be helped by their parents or carers if using a home testing kit
* provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
* [self-isolate](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection) if they have been in close contact with someone who tests positive for coronavirus (COVID-19) symptoms

Anyone who displays symptoms of coronavirus (COVID-19) can and should [get a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested). Tests can be booked online through the [NHS website](https://www.gov.uk/get-coronavirus-test), or ordered by telephone via NHS 119 for those without access to internet.

Essential workers, which includes anyone involved in education or childcare, have [priority access to testing](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested#list-of-essential-workers-and-those-prioritised-for-testing-england-only).

The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new testing avenues as and when they become available and we will work with early years settings, so they understand the easiest route to get a test.

Settings should ask parents, carers and staff to inform them immediately of the results of a test and follow this guidance.

If someone with symptoms tests negative for coronavirus (COVID-19) they should stay at home until they have recovered as usual from their illness. They can then safely return to the setting.

The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the day after contact with the individual who tested positive.

If someone with symptoms tests positive, they should follow [guidance for households with possible coronavirus infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance). They must continue to self-isolate for at least 10 days from the day after the onset of their symptoms and then return to the setting only if they do not have symptoms other than a continuous cough or loss of sense of smell or taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The isolation period includes the day the symptoms started and the next 10 full days. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for a full 10 days from the day after the individual tested positive.

Read further guidance on [testing and tracing for coronavirus (COVID-19)](https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/).

**NHS COVID-19 app**

The [NHS COVID-19 app](https://covid19.nhs.uk/pdf/introducing-the-app.pdf) is a key part of the country’s ongoing coronavirus (COVID-19) response, aiming to extend the speed, precision and reach of [NHS Test and Trace](https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works). The app is available to download for free and is available to anyone aged 16 and over to download if they choose.

**10. Manage and report to Ofsted and the PHE advice line confirmed cases of coronavirus (COVID-19) in the setting community**

**Actions to take when someone has tested positive**

You must take swift action when you become aware that someone who has attended your setting has tested positive for coronavirus (COVID-19).

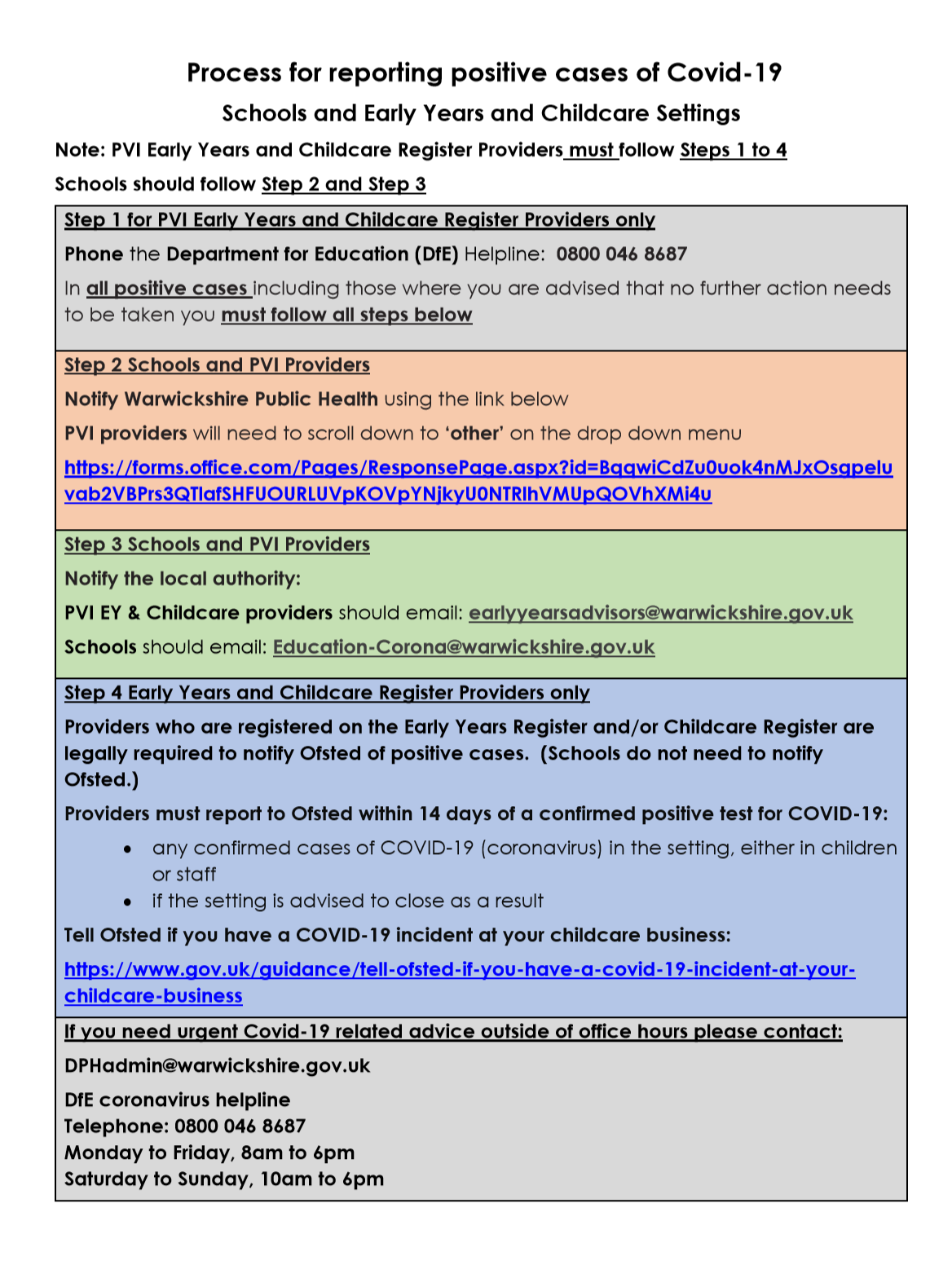
You ***must notify*** Ofsted of any confirmed cases in the setting (either child or staff member). You should also tell them if you have to close your setting as a result. Report as soon as you are able to, and in any case within 14 days. Please read the [guidance on reporting incidents](https://www.gov.uk/guidance/tell-ofsted-if-you-have-a-covid-19-incident-at-your-childcare-business) to ensure all of the information required is included.

You can contact the dedicated advice service introduced by PHE and delivered by the NHS Business Services Authority. This can be reached by calling the DfE helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. You will be put through to a team of advisers who will inform you what action is needed based on the latest public health advice.

The dedicated advice service will work with settings to carry out a rapid risk assessment to confirm who has been in [close contact](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#contact) with the person during the period that they were infectious, and ensure they are asked to self-isolate. If, following triage, further expert advice is required the adviser will escalate your call to the PHE local health protection team.

The advice service (or PHE local health protection team (if escalated) will work with settings to guide them through the actions they need to take. Based on their advice, settings should send home those people who have been in [close contact](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#contact) with the person who has tested positive, advising them to self-isolate for 10 days from the day after contact.

**11.0 Warwickshire County Council Process for reporting positive cases of Covid-19 in Schools and Early Years and Childcare Settings**



 Click here to access the full document with working links

**12.0 Risk Assessment Template**

The following Risk Assessment template is designed to allow you to review and track the risks and associated actions for your setting in line with COVID-19 requirements. The different sections cover things to consider:

|  |  |
| --- | --- |
| Section | Area |
| 1 | **Operating an early years provision during National lockdown January 2021** |
| 2 | **Testing and Managing Symptoms** |
| 3 | **Safeguarding** |
| 4 | **Personal, Social and Emotional Development** |
| 5 | **SEND (including medical needs)** |
| 6 | **Quality of education** |
| 7 | **Hygiene and Staying Safe** |
| 8 | **Staff updates well-being and development** |
| 9 | **Finance, sustaining business and sufficiency of places** |
| 10 | **Communications** |
| 11 | **Opening a closed building: Things to consider:** |
| 12 | **Miscellaneous** |
|  | **Additional sections can be added as required** |

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| **Early Years Covid-19 Risk Assessment** |

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| **Description of the Risk/Challenge**  **Settings must follow the system of controls as set out above. More detail is provided in** [**Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak**](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures)   * **Settings should thoroughly review their health and safety risk assessment and draw up plans on re-opening, in the event that they have to close. Settings should have active arrangements in place to monitor that the controls are effective, working as planned, and updated appropriately, for example when any issues are identified, or when there are changes in public health advice.** * **When conducting risk assessments, settings should ensure consideration is given to staff and children with protected characteristics from groups where a disparity has been shown by the review of disparities in risks and outcomes (for example, age and sex, where someone lives, deprivation, ethnicity and/or people’s occupation).** * **For more information on what is required of employers in relation to health and safety risk assessments, please see**[**annex A of the guidance for schools**](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#A)**.** | **What is the Current Level of risk *using the matrix*** | * **Prompts to support identification of actions to take to control/mitigate the risk** * **Providers should review their Covid-19 risk assessment in response to updates to government guidance.** | **Additional Control Measures required** | **New level of risk with Control Measures** | **Actioned by** |

|  |  |  |  |  |  |
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| **Section 1: Opening the provision for all early years children: Things to consider** | | | | | |
| **Who should attend?**  **5th January 2021 National Lockdown guidance**  [***National lockdown: Stay at Home***](https://www.gov.uk/guidance/national-lockdown-stay-at-home)   * **Early years settings (including nurseries and childminders) remain open** * **Childminders should continue to allow children to attend as normal except for school-aged children.**   **Childminders caring for school-aged children (including reception children) should only admit**[**vulnerable children**](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision#vulnerable-children-and-young-people)**and children of**[**critical workers**](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision#critical-workers)**.**  [**Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak**](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures)   * **Early years settings are not required to keep children in small, consistent groups within settings - they can have normal group sizes.**   **Extremely vulnerable children**  [**COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable**](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19)  **.**   * **clinically extremely vulnerable children and young people should not attend school or other educational settings, because the risk of exposure to the virus in the community is now very high.** |  | ***The majority of early years children will be able to attend settings.***  ***Prioritising early years places***   * *Since 20 July, normal group sizes have resumed so all children that are able can attend as normal. This means the prioritisation of children should no longer be necessary.* * *If there is a need to prioritise places (for example, where a nursery is oversubscribed, or unable to operate at full capacity), settings should give priority to:* * *vulnerable children and children of critical workers* * *then 3- and 4-year-olds, in particular those who will be transitioning to reception* * *followed by younger age groups* * *Settings should still consider how they can minimise mixing within settings, for example where they use different rooms for different age groups, keeping those groups apart as much as possible.* * *Settings should note that a small number of children will still be unable to attend in line with public health advice to self-isolate because:* * *they have had symptoms or a positive test result themselves* * *they live with someone that has symptoms or has tested positive and are a household contact* * *they are a close contact of someone who has coronavirus (COVID-19)* |  |  |  |
| **Managing staffing capacity to sustain provision**  **Extremely vulnerable adults**  [**COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable**](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19)   * **extremely vulnerable staff are strongly advised to work from home because the risk of exposure to the virus in your area may currently be higher. If these staff cannot work from home, then they should not attend work.**   **Pregnant employees**  **Advice for pregnant employees on risk assessments in the workplace and occupational health during the coronavirus (COVID-19) pandemic.**  [**Coronavirus (COVID-19): advice for pregnant employees**](https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees)   * If you are pregnant and have let your employer know in writing of your pregnancy, your employer should carry out a risk assessment to follow the Management of Health and Safety at Work Regulations 1999 (MHSW) or the Management of Health and Safety at Work Regulations (Northern Ireland) 2000. * Information contained in the [RCOG/RCM guidance on coronavirus (COVID-19) in pregnancy](https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/covid-19-virus-infection-and-pregnancy/) should be used as the basis for a risk assessment.   **Organisation of staff and children**   * **The**[**early years foundation stage (EYFS) statutory framework**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)**sets the standards that all early years providers must meet to ensure that children aged 0 to 5 learn and develop well and are kept healthy and safe.** * **To support early years providers during the coronavirus (COVID-19) pandemic, the government is allowing providers to use temporary disapplications and modifications to certain elements of the EYFS where government imposed restrictions impact on a provider’s ability to deliver the EYFS.**   [**https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications**](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications)   * **Ratio requirements remain the same, except for maintained school nursery classes with no school teacher, with the existing flexibility set out at paragraph 3.30 of the EYFS: ‘Exceptionally, and where the quality of care and safety and security of children is maintained, changes to the ratios may be made.’** * **Providers still need to ensure that there is always a member of staff in a setting which is open and providing care, who holds at least a full and relevant level 3 qualification.** * **Settings must continue to have a practitioner designated to take lead responsibility for safeguarding. It is acceptable for the safeguarding lead not to be based on-site if this is not practical, for example, they may be working from home or be based at another setting, as long as they are still available to provide support, advice and guidance to staff. It is important that all childcare staff and volunteers have access to a designated safeguarding lead practitioner and know on any given day who that person is and how to speak to them.**   **Paediatric First Aid**  **Providers remain responsible for ensuring all children in their care are kept safe at all times.**   * **If PFA certificate requalification training is prevented for reasons associated directly with the coronavirus (COVID-19) pandemic, or by complying with related government advice, the validity of current certificates can be extended to 31 March 2021 at the latest. This applies to certificates expiring on or after 1 October 2020 and includes paediatric first aiders in provision registered on the General Childcare Register as well as Ofsted registered early years provision. Childminders can also apply this extension.** |  | * *Consider whether extremely vulnerable staff can take on an alternative role or change their working patterns temporarily to enable them to work from home where possible.* * *Staff who need support to work at home can apply for*[*Access to Work*](https://www.gov.uk/access-to-work)*. Access to Work will provide support for the disability-related extra costs of working that are beyond standard reasonable adjustments an employer must provide.* * *Employers may be able to furlough you under the*[*Coronavirus Job Retention Scheme*](https://www.gov.uk/government/collections/coronavirus-job-retention-scheme)*, which has been extended until the end of April 2021.* * *Staff who are being advised not to attend work may be eligible for Statutory Sick Pay (SSP) or Employment Support Allowance (ESA). The formal shielding letter they receive will act as evidence for the employer and the Department of Work and Pensions that they are advised to shield and may be eligible for SSP or ESA.* * *Pregnant women of any gestation should not be required to continue working if this is not supported by the risk assessment. Pregnant women are considered*[*‘clinically vulnerable’ or in some cases ‘clinically extremely vulnerable’*](https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/whos-at-higher-risk-from-coronavirus/)*to coronavirus (COVID-19), and therefore require special consideration as contained in government guides for*[*different industries*](https://www.hse.gov.uk/coronavirus/working-safely/index.htm)*.* * *Consider the impact of staff availability and qualification levels on staff to child ratios and on other relevant provisions in the statutory framework for the EYFS*, *including the requirement to have a designated safeguarding lead and the expectation to identify a special educational need co-ordinator (SENCO). This should be reviewed in conjunction with government guidance on temporary changes to requirements in the EYFS during the coronavirus outbreak* *which sets out changes to qualification requirements to be included in staff to child ratios and to paediatric first aid requirements* * *Consider any risk assessments that you will need to undertake to ensure the safe care of groups of children can be maintained at all times, taking the need for staff breaks into account.* * *Plan to ensure that children have the same member of staff every session as far as possible* * *Arrangements for staff deployment may mean that children are not able to be placed with their usual keyperson* * *Assess the availability of staff available to work so adequate and safe staffing levels can be maintained*   ***Providers will need to consider:***   * *Staff flexible working arrangements and shift patterns and will these need altering temporarily?* * *Staff own childcare requirements / travel to work arrangements* * *Any specific adjustments to staffing levels or additional capacity needed in light of COVID-19* * *Employment legislation e.g. alteration to contracts* * *Availability of staff and leaders may change. Agree a policy for updating any staffing audits on a continuous basis and consider how to communicate this to staff and parents.* * *Consider staff cover contingency arrangements; suitable cover staff / DBS checks etc* * *Consider student placements, in partnership with training providers; agree suitable arrangements such as working from home, temporary suspension of placement, reduced hours, etc* * *Ensure PFA requirements are maintained when planning staff rotas* * *At least one person who has a full PFA certificate remains in place where children below the age of 24 months are being cared for.* * *For children aged between 2 to 5 years old who are being cared for, providers must use their best endeavours to ensure one person with PFA is onsite when children are present. If this is not possible, someone with a First Aid at Work or emergency PFA certification must be onsite.*   ***Note****: the changes above* ***do not*** *apply to* ***childminders*** *who must have a PFA certificate as part of registration requirements* |  |  |  |
| **Safety in travel to and from the setting, including use of public transport**   * **Childminders and other settings should consider how they can work with parents to agree how best to manage any necessary journeys, for example pick-ups and drop-offs at schools, to reduce the need for a provider to travel with groups of children.** * **If it is necessary for a childminder to pick up or drop off a child at school, walking is preferable. If this is not practicable, then a private vehicle is preferable to public transport.** |  | *Advise parents and carers about:*   * *walking or travelling by car if possible, making them aware of the importance of social distancing when using public transport.* * *the need to recognise social distancing during their journey to and from the early years provision e.g. walking together in family groups, rather than with friends.* * *Consider procedures for staff when arriving and leaving work; including safe storage of outdoor clothing and personal belongings on arrival and staggering working hours* * *Confirm staff travel arrangements, walk, cycle, car? Avoid use of public transport, where possible. If public transport is used, try and avoid peak times, maintain social distancing or use a face covering.* |  |  |  |
| **Safety at the beginning and end of sessions**   * **Determine the process for entering and exiting the premises. Set out clear expectations for drop off / pick up arrangements and share the rationale for this: stress with parents’ the government message about maintaining social distancing** |  | * *Think about how to do this via letter, leaflets, signage, website info etc* * *Good practice will include children and staff washing their hands-on arrival* * *ensure there is a mechanism for the safe handover of children on arrival and when leaving the setting e.g. allocated times slots* * *Family members should not enter provision and only one family member should attend the setting to collect and drop off children if possible* * *Alter the signing in and out procedures if appropriate* * *Identify staff capacity to manage the entry and exit times* * *Ensure that staff are available to support parents’ in leaving the premises promptly having collected their child* * *Consider any additional contacts that may be involved in drop off and pick-ups e.g. childminders and how these will be managed, and procedures shared* |  |  |  |
| **The need to control access to the premises**   * **Settings should restrict all visits to the setting to those that are necessary and make use of remote visits wherever possible.** * **There will be occasions when visits to the setting are necessary, but settings are encouraged to avoid visitors entering their premises, wherever possible. Visits that allow a vulnerable child to meet a social worker, key worker or other necessary support should continue on site. Visits for SEND therapies should also continue on site.** * **A record should be kept of all visitors which follows the**[**Maintaining records of staff, customers and visitors to support NHS Test and Trace**](https://www.gov.uk/guidance/maintaining-records-of-staff-customers-and-visitors-to-support-nhs-test-and-trace) |  | *If visitors need to attend in person, they should:*   * *follow guidance relevant to the setting* * *keep the number of attendances to a minimum* * *wash hands frequently* * *where possible to do so, maintain social distancing*   *be informed about the*[*system of controls*](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#system-of-controls-protective-measures)*in settings*   * *Ensure signage is clear and easy to understand, use symbols to support lower levels of literacy* * *Consider arrangements for receiving goods from suppliers* * *Where visitors attend consider safe places to meet with them to ensure social distancing and communicate this.* * *Consider an appointment system* * *Produce clear guidance for any contractors if they have to make essential site visits, including, use of PPE, access on site should only be allowed when children are not attending. The areas accessed should be cleaned before they are used again.* * *Ensure records are completed accurately and are readily available.* * *Ensure visitors have details of a key contact for the setting for emergency contact outside of setting opening times.* |  |  |  |
| **Supporting social distancing in the learning environment**   * **Where physical space allows, use different rooms or furniture to create different spaces for different groups of children** |  | * *Remove excess furniture, tables, chairs etc and set up learning areas that are well spaced and support children to spend time in small groups* * *Increase opportunities for outdoor learning, and for small group times outside.* * *If outdoor space allows, organise children to work in a group in distinct areas, if this is not possible, arrange for small groups of outdoor play at one time with specific equipment assigned to that group* * *Review the use of fixed outdoor equipment and the resources children use; consider how equipment will be cleaned in between different groups using it* * *Where possible use different entry and exit points for different groups of children* * *Provide clear age appropriate signage displayed in rooms promoting social distancing see*: [E-bug posters](https://e-bug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus) |  |  |  |
| **Fire drills**   * **Review the procedures for fire drills as these may need to change if different entry and exit points are being used.** |  | * *Update the fire risk assessment accordingly to reflect the new plans – revisit this as more children begin to attend over time* * *Where possible do not expect children to line up. If a line is essential e.g. fire drill, consider the use of floor markers at muster points* |  |  |  |
| **Meal and snack time arrangements**   * **Review mealtime arrangements to ensure rigorous health and hygiene practices are fully in place*.*** |  | * *Ensure that there are clear procedures for maintaining stringent cleaning processes for food preparation areas, dining areas and table coverings* * *Ensure cups, plates and cutlery used for mealtimes is washed in a dish washer or sterilised using Milton more regularly.* * *Children are supported to wash hands before and after eating snacks and lunch* * *Children to eat in their group area to cut down on movement around building avoiding integration with other groups of children/adults* * *Consider how children will bring packed lunches / containers that can be sanitized.* * *Consider the need for staggered snack and lunch times, supported by a keyperson allocated to the group* * *Snack and lunch times in a ‘home environment’ will need to space children more widely where possible* * *Independent snack time and children’s self-serving may need to be suspended* * *Ensure systems are in place for children to have supervised access to water for drinking* |  |  |  |
| **Managing resources to minimise risk of transmission**   * **Settings should risk assess activities that involve malleable materials for messy play such as sand, mud and water, as part of their regular curriculum planning.**   [**managing risk in play provision implementation guide**](https://www.playengland.org.uk/resource/managing-risk-in-play-provision-implementation-guide/)  **Further general cleaning advice can be found in the**[**cleaning of non-healthcare settings**](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings)**guidance.** |  | *Consider whether:*   * *materials can be handled by a small, consistent group of children of no more than 15 at a time, and that no one else outside this group can come into contact with it* * *the malleable material for messy play (for example sand/water/mud) can be used and cleaned - including being replaced - in accordance with the manufacturer’s instructions, where applicable.*   *Settings should follow the*[*system of controls*](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#system-of-controls-protective-measures)*and ensure that:*   * *children wash their hands thoroughly before and after messy play* * *frequently touched surfaces, equipment, tools and resources for messy play are thoroughly cleaned and dried before they are used by a different group* * *Offer resources that are easy to clean after use.* * *If a child needs a transitional object / comforter from home, consider how to meet this need – i.e. is it possible to have one for the setting and one for home that can be cleaned regularly and upon arrival* * *Consider how you will manage other shared creative items such as paintbrushes, scissors and creative material e.g. allocate each child or small group their own resources* * *Consider using small bowls or trays to provide individual opportunities which can be discarded after use.* * *Offer a more limited range of resources within areas of the environment e.g. a few carefully chosen books, a slimmer selection of small world resources* * *Encourage children to learn outdoors in the fresh air* * *Instigate a process for cleaning resources after each use and not allowing children to share resources e.g. bikes, balls.* |  |  |  |

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| **Section 2: Testing and Managing Symptoms: Things to consider** | | | | | |
| **Maintaining safety at work**   * **Follow government guidance to ensure compliance with Health and Safety legislation in relation to measures needed due to Covid-19**   [**https://www.hse.gov.uk/coronavirus/working-safely/index.htm**](https://www.hse.gov.uk/coronavirus/working-safely/index.htm) |  | * *The health status and availability of every member of staff is updated and is regularly reviewed so that deployment can be planned.* * *Any staff member who is identified as clinically extremely vulnerable stays at home.* * *Staff rooms, break areas and offices should be reviewed and appropriate configurations of furniture and workstations put in place to allow for social distancing and increased cleaning.* * *Hold online (Microsoft teams / zoom) staff meetings rather than face to face meetings* * *Provide regular briefings via e mail* * *Limit movement around the building in order to reduce cross contact* |  |  |  |
| **Managing awareness to limit transmission of infection**   * **Ensure all staff and students are aware of the current symptoms for Covid-19 and the actions to be followed if they or a member of their family have symptoms or test positive** * **If you have COVID-19 symptoms (a high temperature or a new continuous cough or a change to their sense of taste or smell) you must self-isolate and book a test via**[**NHS Test and Trace**](https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/)**or by calling 119.**   [**COVID-19: guidance for households with possible coronavirus infection**](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance) |  | * *Ensure that staff understand the signs and symptoms of Covid-19 and that guidance has been given as a part of any the induction / re-opening process. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply* * *Provide guidance to staff so that they are aware of what steps to take if they, or any member of their household, display symptoms whilst at home and at work.* * *Put a system are in place to validate staffs’ understanding – e.g. a short quiz / Q&A session.* * *Ensure that parents and carers follow current government guidance on the actions to take should anyone in the household should display symptoms of COVID-19. Make sure that any updates or changes to guidance are communicated in a timely and effective way* |  |  |  |
| **Testing is used effectively to help manage staffing levels and support staff wellbeing**   * **Settings must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team.** * **Settings must ensure that staff members and parents/carers understand that they will need to be ready and willing to: book a test if they are displaying symptoms.** * **If staff are clinically extremely vulnerable, they should remain at home shielding and not attend for lateral flow testing.**   [**Coronavirus (COVID-19): getting tested**](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested)  [**Testing for coronavirus at home**](https://www.gov.uk/government/publications/testing-for-coronavirus-at-home)  **Lateral flow testing**   * **If a member of staff or child receives a positive LFT settings must isolate the group. If it was a home test there needs to be a PCR test to follow up - if that is negative the adult or child can return back to the setting and resume normal activity.** * **If the test is done at a test centre then act on the LFT test result; person does not need the confirmation PCR. .**   **https://www.warwickshire.gov.uk/information-coronavirus/coronavirus-community-testing/2** |  | * *Guidance on accessing a priority test for symptomatic household members should brought to the attention of all staff, parents and carers* * *Any staff members displaying symptoms should access a test and share the outcome of the test with their employer* * *Staff and children must not come into the setting if they have symptoms, and must be sent home to self-isolate if they develop them in the setting.* * *All children can be tested, including children under 5, but children under 11 will need to be helped by their parents if using a home testing kit* * *provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace* * *self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)* * *where a child or member of staff has a positive lateral flow test at home or in a test the group must isolate until a PCR test has been taken. Follow the self-isolation guidance above if the PCR test is positive* |  |  |  |
| **Managing presenting Symptoms of Coronavirus**   * **Providers must follow the most current national guidance along with any additional guidance provided by Public Health England and/or Warwickshire Public Health**   **[Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures)**  [**https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection**](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection)  [**protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak**](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak)  [**manage and report to Ofsted and PHE advice line confirmed cases of coronavirus (COVID-19) amongst the setting community**](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures#report)  [**guidance for cleaning non-healthcare settings**](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)**.**  **[what to do if a child is displaying symptoms of coronavirus (COVID 19)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/918925/Symptomatic_children_action_list_EARLY_YEARS_FINAL_17-09.pdf)** |  | * *Ensure an emergency PPE kit is in place and an area to be used to isolate symptomatic individuals* * *In the area used to isolate there should be ventilation via an open window or door*   ***Staff with symptoms at work***   * *Update the current sickness management policy to identify the steps that staff should take to inform leaders as soon as they feel unwell at work. For example:* * *In an emergency contact 999 if they are seriously ill, injured or their life is at risk* * *Staff should return home immediately and isolate at home in line with Government guidance and undertake the testing process as an essential worker.* * *Once the member of staff has left the setting, providers should follow the Cleaning of non-healthcare settings* *guidance to ensure areas they have been in are disinfected and any PPE and other waste is disposed of safely.* * *The person responsible for cleaning the area should wear appropriate PPE and good practice would include changing clothes before returning home* * *Take appropriate steps to deputise responsibilities or arrange cover if the affected members of staff fulfil a designated role, for example paediatric first aid, SENCO or safeguarding lead* * *Ensure collection and monitoring of staff absence data, including tracking testing of staff and the outcome*   ***Managing a child with symptoms in the setting***   * *In any emergency situation, contact 999 if a child is seriously ill, injured or their life is at risk* * *Children are supported in an age appropriate way to share how they are feeling, Staff to check in with family members who are bringing children to the setting about their child’s health.* * *Ensure a clear procedure to manage a scenario where symptoms develop during the session: For example:* * *Parents’ will be contacted to collect the child.* * *Whilst waiting for collection one staff member will stay with the child in a designated, isolated area* * *A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained.* * *If contact with the child is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult.* * *If an individual risk assessment for a child determines that there is a risk of splashing to the eyes, for example from biting, coughing, spitting, or vomiting, then eye protection should also be worn* * *If the child needs the toilet at this time, they should use a separate toilet to other children. This toilet then needs disinfecting after use.* * *After the child has left the setting, the member of staff caring for them should wash their hands thoroughly for 20 seconds.* * *Providers should follow the Cleaning of non-healthcare settings* *guidance to ensure areas they have been in are disinfected and any PPE and other waste is disposed of safely.* * *The person responsible for cleaning the area should wear appropriate PPE and good practice would include changing clothes before returning home*   ***Safe Disposal***   * *To dispose of waste from people with symptoms of coronavirus, such as disposable cleaning cloths, tissues and PPE:*   *Waste should be stored safely and kept away from children. You should not put your waste in communal waste areas until negative test results are known or the waste has been stored for at least 72 hours.*   * *if the individual tests negative, this can be put in with the normal waste* * *if the individual tests positive, then store it for at least 72 hours and put in with the normal waste*   *If storage for at least 72 hours is not appropriate, arrange for collection as a Category B infectious waste either by your local waste collection authority if they currently collect your waste or otherwise by a specialist clinical waste contractor. They will supply you with orange clinical waste bags for you to place your bags into so the waste can be sent for appropriate treatment.* |  |  |  |
| **Managing a confirmed case of coronavirus in a setting**   * **Settings must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Settings should contact the local health protection team. This team will also contact settings directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the setting – as identified by NHS Test and Trace.** * **The local health protection team will work with settings to carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.** * **The health protection team will work with settings in this situation to guide them through the actions they need to take** * **Staff, and parents are aware of the settings procedures should there be a confirmed case of COVID-19 in the setting**     [**Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak**](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures)  [**https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection**](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection)  [**protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak**](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak) |  | * *Ensure there is a system in place for communication and actions to take in response to a confirmed case* * *Where there are a number of suspected and/or confirmed cases Public Health England should be contacted* * *A record of any COVID-19 symptoms in children and adults is kept and any Public Health and Government advice is followed regarding reporting requirements* * *In the event of a child or staff member being diagnosed as having COVID-19 and there is* ***reasonable evidence that it was caused by exposure at the setting****, the management team will notify and report this to the Health and Safety Executive (HSE)* * *Based on the advice from the health protection team, settings should send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate in-line with PHE guidance* * *Staff, and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the setting / home* * *The final risk assessment e.g. an amended setting’s version of this prompt document has been explained to staff as part of the ‘new operating model’ induction process.* * *Ensure support is in place for any staff, parents and carers that require clarification of documents with high levels of written content* * *Ensure that emergency contact details for parents / carers are updated regularly as availability of previous contacts may be alter e.g. grandparents may not be available due to restrictions* |  |  |  |

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| **Section 3: Safeguarding: Things to Consider** | | | | |  |
| **General**   * **in the case of vulnerable children, particularly those with social workers, early years providers should continue to encourage these children to attend regularly and notify their social worker if they stop attending** * **In the case of vulnerable children, a closed setting should notify the local authority (and social worker, where relevant) that there are vulnerable children who need alternative provision. The closed setting should work with the families of vulnerable children and local authorities (and social workers, where relevant) to support this.**   <https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/interagency-safeguarding-procedures>  Warwickshire Early Help Services |  | * *Settings should consider whether any refresh or review of their child protection arrangements is needed in light of coronavirus (COVID-19).* * *All staff and volunteers should be made aware of the new policy and be kept up to date as it is revised.* * *Ensure staff are aware of the need to identify and support any vulnerable children and parents that return, for example, by signposting them to appropriate local services such as health visitors, mental health services, and domestic or substance abuse services, and school nurses where applicable* * *Consider how to encourage attendance of vulnerable children and the best way to support them to transition into the setting according to their needs and their individual family circumstances* * *In cases where children are considered vulnerable and do not attend provision as expected, as with normal practice, follow up with the parent or carer – and social worker and local authority where appropriate – to explore reasons for absence.* |  |  |  |
| **Safeguarding incidents that occur during closure/partial opening**   * **Monitoring safeguarding arrangements for children who do not return** |  | * ***Where children do not return****, ensure a plan in place to enable DSL’s to maintain contact with social workers of children with CP Plans, CIN Plans and Looked After Children, and with Family Support Workers for children with Early Help Plans* * *Provide updates for staff re: safeguarding and reminders about signs and indicators of abuse for all staff and mechanisms for sharing in the new operating context* * *Ensure plans prioritise attendance for children in vulnerable groups* * *All staff are reminded that any developments during lockdown are recorded immediately using the current system* * *Ensure the settings contact information is up to date enabling other agencies to send the DSL urgent information* * *Consider how to ensure / monitor that any guidance or updates issued re safeguarding are followed and shared with staff promptly* * *Consider how to ensure sufficient staff capacity to manage safeguarding for children who do not return as well as those who do return* |  |  |  |
| **Children may have suffered forms of abuse during lockdown and they have not had the opportunity to disclose these to anyone** |  | * *Ensure that there are opportunities for children to talk about their feelings/anxieties /thoughts, in a safe environment through child-led and adult-led opportunities* * *Ensure a range of ways for younger children to express how they are feeling, verbally, non-verbally, through physical and creative play* * *Continue to provide all staff with appropriate on-line supervision and support as part of their work in the EYFS* |  |  |  |
| **Some parents may choose to home educate rather than have their children return to early years provision**  [**https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-guidance-for-practitioners**](https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-guidance-for-practitioners) |  | * *Talk to parents about the reasons for their decision, providing reassurance where possible* * *Provide information to parents about how the environment and the curriculum will be adapted if necessary, to address children’s needs* * *Ensure a robust keeping in touch plan to sustain a link with families* * *Alert the DSL where there are concerns / if you are the DSL take appropriate action to record and escalate concerns* * *Ensure that ongoing dialogue is in place to identify children whose circumstances may have changed and continue to improve the attendance of vulnerable children and those from disadvantaged backgrounds as a priority in any planning for return* |  |  |  |
| **Child does not return / contact is not established or is lost** |  | * *Implement the* ***Warwickshire******child missing in early education guidance*** *if a child does not return and contact is not established to understand why they are not attending the early years provision* |  |  |  |

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| **Section 4: Personal, Social & Emotional Development: Things to consider** | | | | | |
| **Children may struggle with the return to routine and full-time early years education**   * **Some children will find returning to early years provision emotionally overwhelming, or will lack the stamina or resilience to cope well**   <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>  <https://www.warwickshire.gov.uk/mentalhealth> |  | * *Provide parents / carers with information prior to the start date so that they can prepare the children e.g.* * *Share the structure of the new session* * *Share that the child will see some but perhaps not all their friends, so children are prepared for this* * *Give some examples of the activities that will be offered so children can look forward to this* * *Email photographs of the indoor space/outdoor area and the child’s keyperson to parents to be shared with the child* * *Encourage parents to begin to follow parts of the structure for the day at home and begin reinstating some familiar routines e.g. prepare a lunchbox* * *Staff to tailor the provision on offer to meet the needs of the children, including enabling children the opportunity to share their worries and feelings through play* * *A phased timetable, with a clear end date, to be used where children need support in settling back into the provision* |  |  |  |
| * **Some children may be extremely unsure about where and who is safe e.g. some might be worried to move around /engage with others due to ‘the bug/virus’** |  | *Prior to re-admission keyperson to liaise with parents about:*   * *how much time the child has spent out of the house in recent weeks* * *what does the child understand about the COVID-19 virus and are they worried about it?* * *whether the parent has any concerns, fears or worries?* * *Keyperson to provide reassurance and maintain a dialogue via phone/email in respect of this* |  |  |  |
| * **Some children may have experienced a bereavement in their family (possibly in relation to COVID-19)**   <https://www.warwickshire.gov.uk/information-coronavirus/support-people-bereaved-covid-19-pandemic/3?documentId=947&categoryId=20216> |  | * *encourage parents to share any significant information about their child with the key person (via e-mail/telephone if possible)* * *Provide ongoing support via the keyperson to the child and family, signpost to resources and different sources of support* * *If required, access specialist support for the child and their family* * *Consider the need for on-line training for staff to support children and families* * *Consider the impact of children and family’s distress on staff, what systems are in place for staff to share how they are feeling / coping?* |  |  |  |
| * **Children with social and emotional difficulties may struggle with managing their behaviour when returning to the setting and the routines of setting life** |  | * *Anticipate what support children might need and work with families and colleagues within/beyond the setting as needed* * *Place emphasis on the setting being a positive experience for the child and adapt session times and routines accordingly* * *Review the EYFS behaviour policy / PSED to reflect the additional support on offer* */ required* * *Ensure all staff understand any changes to the EYFS behaviour policy and can implement these consistently* |  |  |  |
| * **Some parents may be reluctant to send their child back to the setting because of the risk of infection and bringing the virus back into the family home** |  | * *Reassure parents of the social distancing strategies that are being followed and the social, emotional and academic benefits associated with their child returning to early years education* * *More vulnerable children, who are expected to attend and should be prioritised* * *Sustain contact and support for learning at home, for those who do not return.* |  |  |  |

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| **Section 5: SEND & Medical Needs: Things to Consider** | | | | | |
| **General**   * **Ensure that there is a member of staff designated as a SENCO or interim SENCO** * **Readjustment to the routines in a setting may prove more challenging for some children with SEND, particularly those who have been attending a different setting if their usual setting has been closed. Children with underlying health conditions are at a higher level of risk** |  | * *Ensure communication with any setting the child may have been attending as an interim measure to get an update* * *Ensure sufficient staffing to support children with SEND at safe ratios* * *Ensure the SENCO can plan for the new groups of children as per the new operating procedure.* * *Plan an approach to involve parents and carers in planning and agreeing any changes to support, including reviewing EHC plans.* * *Discuss with parents / carers / seek medical guidance for children with serious under-lying health conditions, who may need to stay at home.* * *Ensure there is extra vigilance when children with underlying health conditions access the setting* * *Consider how you can involve staff in developing policies for your setting and ensure that they are personalised where necessary, for example where staff have responsibility for providing 1:1 support for children or for children with additional needs* * *Consider the need to undertake a 1:1 risk assessment for children with SEND* * *Review health care plans with the appropriate professionals and the family in case there have been any changes* * *Ensure medical equipment / walkers, chairs etc are still appropriate – the child may have grown.* * *Ensure medical equipment is cleaned and tested prior to the child returning* |  |  |  |
| * **Some children may have limited awareness of space, may spit, scratch or bite may require intimate care, incl. on-site nursing hence social distancing cannot be implemented** |  | * *Risk assessments to be updated to reflect the additional measures that will need to be followed in relation to these challenges. This may include the use of PPE, and make specific reference to staffing requirements* * *Seek wider professional advice to make judgements / inform the risk assessment* * *Ensure sufficient PPE is available if it is needed* * *Consider the need to reassure staff / work with them to provide support for this context* |  |  |  |
| * **Sudden announcement of a return to setting for children with ASD / social and emotional difficulties is likely to cause anxiety** |  | Keyperson to:   * *Ensure parents / carers have advance notice of start date, so that they can prepare their child for the return to early education e.g.* * *walk to school and back home each day* * *structure the day at home to begin to mirror the session pattern they will start to attend* * *Give some examples of the activities that will be offered so children can look forward to this* * *Email photographs of the classroom space/outdoor area and the child’s keyperson to parents to be shared with the child* * *Staff to tailor the provision on offer to meet the needs of the child* * *A phased timetable, to be used where the child needs support in settling back into the provision* |  |  |  |
| * **Work towards individual SEND targets has stopped and slipped back** |  | * *Timely assessment of children linked to their specific targets on return to early years education* * *Bespoke interventions planned throughout the day and week – whilst always focusing first on settling the child and ensuring emotional well-being* |  |  |  |
| * **Medicines in the setting may have become out-of-date or been sent home when the setting closed to the child** |  | * *An appointed member of staff will check all medications, inform parents/necessary bodies if they need to be replaced and ensure this process is completed before the child is re-admitted into the setting* |  |  |  |

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| **Section 6: Quality of Education: Things to consider** | | | | | |
| **Planning for a return to learning**   * **How can practitioners compensate for the gaps in children’s’ knowledge and skills that will have developed following their extended absence from early years education?**   <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>  <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications> |  | * *Settings should consider how: to continue to support the learning of children who are not attending the setting during Covid-19 including how these children can maintain contact with their key person and peers through the early years setting parents and carers can be supported to provide a positive learning environment at home* * *The priorities for young children returning are settling, PSED, resocialisation into new style routines, speaking and listening and regaining momentum in engaging in play and learning* * *Children who have had limited opportunities for exercise should be encouraged to exert themselves physically.* * *Plan how children can learn in age-appropriate ways about how they can keep themselves safe, including regular handwashing and using tissues.* * *Consider how to encourage children to learn and practise these habits through games, songs and repetition* * *Identify key knowledge and skills to consolidate, with an initial focus on the Prime Areas, and look to develop these when children are settled and secure* * *Consider how stories, singing and games can be used to help children to socialise and resettle into familiar everyday routines* * *Acknowledge that gaps are unlikely to be closed immediately so adjust planning to reflect this* * *Use observational assessment on re-entry in an efficient, timely manner, to inform next steps. Consider the home learning that children may have engaged in during the closure period* * *Use EYPP funding to provide disadvantaged children with more intensive support. Target those with greatest need of additional support* * *Follow the child’s interests to develop confidence and engagement in the learning process* * *Share learning with parents and how they can continue to support at home* * *If a child does not return to in the Summer term and is moving on, arrange transition meetings between staff. This will be vital to share learning and the most recent assessments (this could be done online, remotely)* * *Adapt the learning environment and resources to meet the current level of development, but still ensure sufficient challenge is in place and plan to move this on as children return to the expectations of sustained attention* |  |  |  |
| **Home learning support**   * **Use staff who are unable to work in the setting, due to being medically vulnerable (if they are not furloughed) to sustain home learning activities** * **Online or home learning may need to continue for some children running alongside return to early years provision for others** |  | * *Keyperson to produce an overview of the child’s stage of development and current needs with the information they currently have and ask families to tell you about what they have been doing at home and any new achievements Consider how home learning could be supported for families without access to ICT* * *Ensure workload is manageable e.g. by encouraging use of nationally available resources where possible e.g. Hungry Little Minds website* * *Continue to ensure children are kept safe online – check apps/websites etc and advise parents to supervise children who are using technology to access the internet* |  |  |  |

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| **Section 7: Hygiene and Staying Safe: Things to consider** | | | | | |
| **Hygiene practices to limit transmission of infection**   * **Providers must follow the guidance set out in Section 3 - see system of controls above and further detail in:**   [**Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak**](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures) |  | * *Review current health and safety checklists used throughout the setting to incorporate the context of Covid-19 – e.g. outdoors play area checklist* * *An* ***enhanced cleaning plan*** *is agreed and implemented which minimises the spread of infection. Identify areas that require a regular deep clean, and record when completed / due again.* * *Where provision is sessional ensure sufficient time is allowed between every session for cleaning* * *The* ***enhanced cleaning plan*** *should include plans to ensure:* * *Sufficient staff capacity in session times to clean and disinfect frequently touched surfaces e.g. toys, books, chairs, tables, door handles, toilet flush, toilets, taps & sinks, handrails and counters.* * *This should take place repeatedly during the day, using standard products, such as, disinfectant detergents and bleach* * *Sufficient time for staff to undertake enhanced cleaning at the end of sessions, including cleaning equipment with anti-bacterial spray/wipes before next use by children in the session if resources are shared* * *Sufficient supplies of soap/handwash, paper towels, tissues and cleaning products are procured prior to re-opening or expanding services to ensure constant supplies ae available in every teaching and washing space* * *Allocate a designated person to monitor effective completion of tasks.* * *Remove any unnecessary items found around the premises i.e. books, magazines, preloved toys, folders, cushions etc, located in entrance / corridors.* * *Where possible, all spaces should be well ventilated using natural ventilation (opening windows)* * *Hand driers should be disconnected and replaced with paper towels* * *Ensure bathrooms are checked and cleaned more regularly.* * *Ensure lidded bins, preferably with foot pedal opening, for tissues are emptied throughout the day.* * *Resources will be removed where they present more difficulty in cleaning, e.g. soft furnishings, for example, pillows, bean bags and rugs alongside toys with small parts* * *Staff should wear a newly laundered set of clothes or uniform every day* * *Consider if staff can change into dedicated work wear on arrival and change before leaving* * *Limit cash handling, use electronic payment systems* |  |  |  |
| **How to support children maintaining regular levels of hand washing/hygiene**   * **Staff to give handwashing highest priority in the setting:**   [**COVID-19: infection prevention and control (IPC)**](https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control)  [**COVID-19: cleaning of non-healthcare settings outside the home**](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) |  | * *Consider how to make this fun. Use a simple rhyme to support the process alongside singing and counting. Agree and implement the same routine to build understanding* * *Children to be supported in washing hands/using anti-bacterial hand wash or soap as soon as they enter the building at the start of the day and exit the building at the end of the day* * *Staff to model and support regular hand washing opportunities (20 seconds) throughout the daily routine, including before and after food.* * *Staff can use running water and soap, alcohol hand rub, sanitiser, skin-friendly wipes. Ensure there are adequate supplies throughout the session in all areas of the provision* * *Additional handwashing stations / mobile sinks could be added including outdoors* * *Ensure all items that are laundered within the setting, for example towels, flannels and bedding, are washed in line with guidance on cleaning in non-healthcare settings* *and that these items are not shared by children between washes.*   *Support children in using handwashing and toilet facilities individually throughout the session rather than together, led by the keyperson supporting each particular group* |  |  |  |
| **Personal Care and sleep times**   * **Intimate care for young children will already involve the use of PPE and should continue to receive their care in the same way i.e. using disposable gloves and aprons for nappy changing.** * **PPE is not required for early years settings beyond that which is usually worn such as gloves and aprons for toileting procedures and first aid**   <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings> |  | *. Things to consider include:*   * *Usual cleaning of nappy changing areas before and after each nappy change to continue* * *PPE (including a face mask) will be worn by staff if they are caring for a child who is showing symptoms whilst at the setting, if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).* * *Ensure toilets do not become crowded by limiting the number of children who use the toilet facilities at one time.* * *Change the layout of your sleep/rest area so that cots or sleep mats are at least 2m apart. Sanitize mats and ensure children have their own sheets / blankets which is usual practice and wash after each use.* |  |  |  |
| * **When children sneeze or cough, they will spread germs/bacteria** |  | * *All staff to educate children about the need to cough/sneeze into a tissue or their elbow, dispose of tissue in a lidded pedal bin, preferably operated by a foot pedal and wash hands for 20 seconds. Bins will be emptied and sanitized regularly* * *Gloves and disinfectant to be available in all areas in case a child coughs or sneezes on a piece of equipment.* * *A plentiful supply of tissues will always be available in all areas* |  |  |  |
| * **Limit the resources that are shared between home and the early years provision** |  | * *Children attending will not take ‘home learning’ resources to and from the setting* * *Paper based records of achievement will stay at the setting* * *All correspondence could be uploaded to the website / setting social media page and correspondence could come in via a phone call or e mail* * *Children will be discouraged from bringing personal items from home into the setting with the exception of where it is needed a transitional object to support a child’s emotional needs – consider if an additional version of the item be provided to stay at the setting?* * *Consider how children’s daily personal belongings can be stored especially where spaces are shared e.g. coat pegs,* |  |  |  |

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| **Section 8: Staff updates, well-being and development: Things to consider** | | | | | |
| * **Staff wellbeing will be affected by the Covid-19 pandemic**   [**https://www.warwickshire.gov.uk/mentalhealth**](https://www.warwickshire.gov.uk/mentalhealth) |  | * *Leaders to ensure staff are kept fully briefed and understand all aspects of the settings response to the pandemic* * *Staff are encouraged to focus on their wellbeing. Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. Especially where staff have worked continuously without a holiday* * *Staff are signposted to useful websites and resources, self-care information and working from home guidance* * *Safeguarding supervision continues, utilise meetings via internet e.g. Zoom or Teams* * *All EYFS staff offered support on a needs basis and encouraged to access one to one catch up sessions via telephone/online* * *Ensure staff read and sign, and fully understand revised / new policies and risk assessments* * *Staff are encouraged to be vigilant regarding the well-being of other members of the team and discuss any concerns they have* * *Leaders to maintain regular contact with staff who are shielding or working from home, to support their well-being* * *Make available a support network to confirm understanding of information where staff need support with large amounts of written information* |  |  |  |
| * **Staff with under-lying health conditions and/or at a higher level of risk**   [**COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable**](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19) |  | * *Seek medical guidance that may recommend that the staff member remains at home, define what work they may be able to undertake* * *If staff return, consider what activity that they can undertake to reduce the risk, or what work they could undertake at home* |  |  |  |
| **Staff training and development in areas that support emerging needs for children and families** |  | * *A virtual induction and CPD programme are delivered to all staff prior to reopening / implementing a new operating model, which includes:* * *EYFS procedures* * *Infection control - Consider the instruction and training that staff will need on infection control, for example putting on, taking off and disposing of PPE* * *Cleaning practices* * *Fire safety and evacuation procedures* * *Constructive behaviour management / PSED* * *Safeguarding* * *Risk management* * *Supporting children’s health and well-being,* * *Induction programmes are in place for all new staff – either online or prior to them returning* * *A revised staff handbook is issued to all staff prior to implementing the new operating model* * *Identify what further training is needed for staff to support them in their work with children and families in response to the changed context of COVID-19* |  |  |  |

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| **Section 9: Finance, sustaining business and sufficiency of places: Things to consider** | | | | | |
| **Staffing** |  | * *Once staff needs are identified review those available to work* * *Undertake a review of staffing requirements and consider any staff that are furloughed and complete any required legal paperwork,* * *Continue to monitor and review staff well-being and any health issues, are there staff who are unable to work due to being clinically extremely vulnerable?* * *Consider the use of the* [*Coronavirus Job Retention Scheme*](https://www.gov.uk/government/collections/coronavirus-job-retention-scheme) *or* [*Self-Employment Income Support Scheme*](https://www.gov.uk/guidance/claim-a-grant-through-the-self-employment-income-support-scheme) *where staff are clinically extremely vulnerable or can they undertake work from home e.g. remote support, well-being checks, administration?* * *Can flexible furlough be used where numbers are changing?* * *Consider* [*Statutory Sick Pay*](https://www.gov.uk/guidance/claim-back-statutory-sick-pay-paid-to-employees-due-to-coronavirus-covid-19) *where staff members are having to self-isolate or are unwell due to coronavirus* * *Will there be an impact of built up annual leave? How will this be managed to ensure adequate staff capacity, ensure any changes or requirements are shared with staff in line with legal requirements?* * *Factor in that additional staff may be needed to support with cleaning in between group usage and to manage drop off / pick up times* |  |  |  |
| **Financial planning**  [**https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care**](https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care) |  | * *Consider additional costs e.g. purchasing equipment to support management of children in the setting – achieving group spaces and resources* * *Consider potential increase in staff working hours to accommodate the changes needed to the working day e.g. staggering session opening / ending times, cleaning etc.* * *Reviews of parent contracts, charges and sessions may need to be conducted* * *Undertake a review of parental need / demand. Will they require their usual hours, want to reduce their sessions or not want their children to attend during lockdown?* * *Any reduction in rent or rent holiday periods may have come to an end. How will this impact the cash flow? Consider requesting a rent free period if you haven’t already done so.* * *Consider the impact of not being able to charge fees to those who are self-isolating as per the* [*Education and Childcare settings: national lockdown from 5 January 2021*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950653/Education_and_childcare_settings_-_national_lockdown_from_5_January_2021_.pdf) *guidance, would parents be willing to pay a voluntary contribution?* * *What will your charging policy be on retention of places? Will you charge a retainer? How much will this be? How will you deal with any complaint made? Consideration to be given to the finances of your clients* * *If families share care between 2 settings how could this impact your private fees / funding if families, choose to stay and increase their hours with only one provider?* * *Consider safe methods of payment of fees, to help reduce contact and handling of cash* * *Ensure all necessary paperwork, process and claims have been completed for Early Education Funding claims including PDF’s and any extra checks needed for 30 hour codes impacted by changes to parents' jobs* |  |  |  |
| **Early Education Funding**   * **Please refer to the Early Years Funding Termly Information Letter: Spring Term 2021 issued 01.12.20 and the Spring Term 2021 updated census guidance issued 15.01.21**   [eyfunding@warwickshire.gov.uk](mailto:eyfunding@warwickshire.gov.uk) |  | *Ensure that the you are fully aware of any changes to EEF for Spring Term and have fully read the additional guidance documents issued alongside usual processes.*  *Consider:*   * *Have you completed the necessary EEF consent paperwork with parents using the guidance documents issued?* * *Do you need to request 30-hour codes or contact the Funding Team where a code has expired or not been issued in the usual way?* * *Consider how you may need to rebalance funded place offers going forwards e.g. increase demand for 2 Help places & potentially fewer working parents* |  |  |  |
| **Sustainability**   * **The government has announced a package of support for workers and businesses which will benefit early years and childcare settings, including the Coronavirus Job Retention Scheme (CJRS) and the Self-employment Income Support Scheme.**   <https://www.gov.uk/government/collections/financial-support-for-businesses-during-coronavirus-covid-19>  <https://www.warwickshire.gov.uk/coronavirusbusinesssupport> |  | *Review and monitor all available government financial support to make full use of the grants & schemes available e.g. coronavirus job retention scheme*   * *Look at what the long-term affect COVID-19 will have on the setting:*   + *Increase / decrease in funded children e.g. more funded 2 years olds*   + *Increase / decrease in private fee-paying families*   + *Reduction in income*   + *Any loans accessed that will need to be repaid*   + *Any long-term staffing issues – redundancy etc.* * *Review and monitor the cash flow forecast considering the above and any changes that can be made to save costs, efficiencies and reduce outgoings* * *Monitor contingency funds and how these can be rebuilt* * *Continue to promote and market your settings locally* |  |  |  |

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| **Section 10: Communications** | | | | | |
| * **Key stakeholders are fully informed about changes to policies and procedures due to COVID-19, resulting in risks to health** |  | * *Plan how to communicate your plans for re-opening and the revised protocols / policies to parents and carers* * *Ensure communications are in place for:*    + *Staff*   + *Children – at an age appropriate level*   + *Parents*   + *Committees / Trusts / Proprietors etc*   + *Other partners including peripatetic staff and health professionals*      * *Ensure parents and carers are aware of and understand the new measures put in place to reduce risk of transmission of coronavirus, how this impacts them and their responsibilities in supporting this. For example, that they will need to be available to collect their child if necessary* * *Consider how to arrange regular opportunities to get feedback from staff and parents / carers on the new arrangements* * *Providers need to ensure all children’s details are up to date, including contact numbers, any health and dietary changes etc* * *Ensure that emergency contacts are updated in advance of wider opening and consider where these may need to change, for example if previous emergency contacts are in a shielded group.* * *Communicate your plans in ways that are accessible to specific groups of parents and carers (for example, those with English as an additional language) and those who need support with large amounts of written information* * *Remind parents and carers of the complaints policy setting out the routes to accept and resolve any low-level concerns that arise* |  |  |  |
| * **There is clarity and understanding in maintaining social distancing and good hygiene** |  | * *Clear signage is in place at entrances, near toilets, washing / changing, areas, promoting good handwashing and ‘catch it bin it’ rules.* * *Within the larger premises there are clear floor markings to identify 2 metre spaces for adults and one-way systems in corridors and thoroughfares to ensure safe distancing when travelling in and around the building or the external environment, including arrival and leaving procedures.* * *All systems and procedures are visibly modelled and routinely monitored and reviewed throughout the day.* * *Use a virtual video tour (no children present) of your environment to demonstrate how you will be implementing the health and safety practices, for existing parents and any prospective parents who would like to see the learning environment.* * *Update information on your website and other marketing materials used* |  |  |  |
| * **Parents and carers are fully informed of the health and safety requirements for the reopening** |  | * *As part of the overall communications strategy parents are kept up to date with information and guidance about the expectations using a range of communication tools. e.g. Parent handbooks/information leaflets are created* |  |  |  |

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| **Section 11: Opening a closed building: Things to consider:** | | | | | |
| **Opening buildings or areas that have been closed**  <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak>  <https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm> |  | *If premises have been closed for a long period, consider:*   * *Undertake a health and safety check of the buildings concerned:* * *Test all fire alarm systems and/or smoke alarms etc* * *Check water systems, as stagnation can occur due to lack of use, increasing the risks of Legionnaires’ disease, including any outdoor taps. For further advice* * *Deep clean and ventilate the building* * *Full health and safety inspection of the premises, any repairs* |  |  |  |

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| **Section 12: Miscellaneous** | | | | | |
| **Additional support and guidance for specific groups of children and families such as:**  **• Newly arrived in the UK**  **• Refugees**  **• Families with no recourse to public funds (NRPF)** |  | * *A welcome procedure is in place for new families, which includes access to translated advice about social distancing* * *Use of signage/symbols in the setting to support parents* * *Capacity of support teams within setting will be increased where possible* * *Use LA support teams. e.g. Early Years and childcare Team, Early Years Funding Team, Family Information Directory, SEND birth to five Team.* * *Are any families entitled to funded places e.g. 2 Help linked to temporary new criteria introduced? - how will they be supported to apply?* |  |  |  |
| **ADD your own additional areas as required** | | | | | |
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| **Initial Review Date** |  | | |
| **Assessor’s Signature** |  | **Date:** |  |
| **Signature of Responsible Manager** |  | **Date:** |  |

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| **Next Review Date** |  | | |
| **Assessor’s Signature** |  | **Date:** |  |
| **Signature of Responsible Manager** |  | **Date:** |  |

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| **Next Review Date** |  | | |
| **Assessor’s Signature** |  | **Date:** |  |
| **Signature of Responsible Manager** |  | **Date:** |  |

**Useful Links**

**PPE supplies:** [**https://www.warwickshire.gov.uk/coronavirusppe**](https://www.warwickshire.gov.uk/coronavirusppe)

**Early Years and Childcare and Schools Covid-19 Toolkit:** [**https://schools.warwickshire.gov.uk/coronavirus/covid-19-toolkit-schools-early-years-settings/8**](https://schools.warwickshire.gov.uk/coronavirus/covid-19-toolkit-schools-early-years-settings/8)

**Early Years and Childcare Webpage:** [**https://schools.warwickshire.gov.uk/coronavirus/early-years-childcare-settings-covid-19**](https://schools.warwickshire.gov.uk/coronavirus/early-years-childcare-settings-covid-19)

**Government Coronavirus Information:** [**https://www.gov.uk/search/all?level\_one\_taxon=5b7b9532-a775-4bd2-a3aa-6ce380184b6c&content\_purpose\_supergroup%5B%5D=guidance\_and\_regulation&order=updated-newest**](https://www.gov.uk/search/all?level_one_taxon=5b7b9532-a775-4bd2-a3aa-6ce380184b6c&content_purpose_supergroup%5B%5D=guidance_and_regulation&order=updated-newest)