**July 2020**

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

**Risk Assessment Prompts for Early Years Providers and Childminders**

**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
* Update current risk assessments in response to the latest guidance

The tool provides a framework for developing or reviewing a risk assessment. However, these are only suggestions and it is vital that if you choose to use 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/coronavirus-covid-19-early-years-and-childcare-closures>

**What childcare services, early years settings, childminders and local authorities need to provide during the coronavirus (COVID-19) outbreak updated 2nd July 2020**

This guidance document has been updated to take account of a change to the protective measures in early years settings that will be effective from 20th July 2020, and changes relating to shielding due to come into effect from 1st August 2020.

**This guidance is for local authorities and all early years providers in England including:**

* maintained schools
* non-maintained schools
* independent schools
* all providers on the early years register including wraparound childcare and clubs (before and after school and holiday care)
* all providers registered with an early years childminder agency

This guidance does not cover nannies or au pairs, as they work in the child/children’s family home.

**3.0 Supporting Documentation**

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

**Guidance on infection prevention and control**

1. 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>

1. Planning-guide for early years and childcare settings
2. <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june/planning-guide-for-early-years-and-childcare-settings>
3. Implementing protective measures in education and childcare settings

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

**Guidance on funding**

1. 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/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care>

1. Coronavirus Job Retention Scheme

<https://www.gov.uk/guidance/claim-for-wage-costs-through-the-coronavirus-job-retention-scheme>

**Other relevant guidance**

1. Supporting vulnerable children and young people

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

1. Guidance on the temporary early years foundation stage (EYFS) disapplications

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>

1. Ofsted’s response to coronavirus (COVID-19) (https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rollingupdate) the government response to the consultation on EYFS reforms

[www.gov.uk/government/consultations/early-years-foundation-stage-reforms](http://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**

**What childcare services, early years settings, childminders and local authorities need to provide during the coronavirus (COVID-19) outbreak**

The guidance sets out what applies currently and what is set to change on 20th July. 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.

**These measures are referred to directly in the Risk Assessment tool using blue text.**

**Text in orange relates to the planning guidance for early years and childcare providers as in the previous version of the risk assessment**

**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, early years settings will 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 below:

**System of controls: Prevention**

**Note:** **1 - 4 must be put in place in all settings at all times; 5 must be properly considered and settings must put in place measures that suit their particular circumstances. 6 applies in specific circumstances.**

1. **Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend settings**

* Ensuring that children, staff and other adults do not come into settings if they have coronavirus (COVID-19) symptoms or have tested positive in the last 7 days and ensuring anyone developing those symptoms during the day is sent home, 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 and advised to follow ‘Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ (<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>) which sets out that they must self-isolate for at least 7 days and should arrange to have a test (<https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>) to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.
* 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. Ideally, 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 can be found in the Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) guidance (<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>).
* As is usual practice, in an emergency, 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. Call 111 for advice and do not attend your local surgery if you have symptoms of Covid-19
* Any members of staff who have helped someone with symptoms, and any children who have been in close contact with them, do not need to go home to self-isolate unless they develop symptoms themselves (in which case they should arrange a test) if the symptomatic person subsequently tests positive (see below), or they have been requested to do so by NHS test and trace.
* 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 with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance (<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>).
* Public Health England is clear that routinely taking the temperature of children is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).

1. **Clean hands thoroughly 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 alcohol gel.
* 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 and before and after eating. Regular and thorough hand washing is going to be needed for the foreseeable future.
* Points to consider and implement:
  + Whether the setting has enough hand washing or hand sanitiser ‘stations’ available so that all children and staff can clean their hands regularly. Settings should supervise the use of hand sanitiser given the risks around ingestion.
  + Small children and those with complex needs should continue to be helped to clean their hands properly.
  + Skin friendly skin cleaning wipes can be used as an alternative building these routines into setting culture and helping ensure younger children and those with complex needs understand the need to follow them.

1. **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. 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.
* Public Health England does not (based on current evidence) recommend the use of face coverings in schools. The evidence will be kept under review. Public Health England advises that for safety reasons, face masks should not be used for children under three. In addition, misuse may inadvertently increase the risk of transmission and there may also be negative effects on communication and thus children’s development.
* Face coverings are required at all times on public transport (for children over the age of 11) or when attending a hospital as a visitor or outpatient.

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

**Points to consider and implement:**

* In line with the risk assessment and timetabling of the day, putting in place 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. Different groups don’t 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.
* By the end of the summer term, Public Health England will publish revised guidance for cleaning nonhealthcare settings to advise on general cleaning required in addition to the current advice on cleaning when there is a suspected or confirmed case of coronavirus (COVID-19) (<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>).

1. **Minimise contact between individuals where possible**

* From 20 July, early years settings will not be required to arrange children and staff in small, consistent 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.
* Removing the groups approach is based on the fact that the overall risk to children and young people from coronavirus (COVID-19) is low. It also recognises that early years settings are typically much smaller than schools. Adopting the system of controls set out above here in a robust way will ensure there are proportionate safeguards for children as well as staff and reduce the chance of transmission.
* Until 20 July, providers are expected to ensure that there are no more than 16 children in a single group in an early years setting. Providers can have several groups of 16 children if EYFS ratios and EYFS space requirements allow. While 16 children is the maximum in a group, keeping groups to 8 children, while adhering to EYFS ratios, is preferable, so groups are as small as possible. Reception is subject to school admissions (infant class size) regulations, therefore, until the end of the summer term, schools should follow the primary guidelines for reception which sets a limit of 15 children per group. New guidance has also been published for schools for autumn term from September.
* 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**.**

1. **Where necessary, wear appropriate personal protective equipment**

* The majority of staff in early years settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: where 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. Where children require routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used.

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

**Note: 7 – 9 must be followed in every case where they are relevant**

1. **Engage with the NHS test and trace process**

* Settings must ensure they understand the NHS test and trace process and how to contact their local Public Health England health protection team <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>
* Settings must ensure that staff members and parents/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. 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 (<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 with symptoms or someone who tests positive for coronavirus (COVID-19).
* Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS website, 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.
* 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 will work with early years settings so they understand what the quickest and easiest way is to get a test.
* Settings should ask parents and staff to inform them immediately of the results of the test:
* if someone tests negative, and they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can also stop self-isolating.
* if someone tests positive, they should follow Stay at home: guidance for households with possible or confirmed 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> and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to the setting only if they do not have symptoms other than 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 7 day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.

1. **Managing confirmed cases of COVID-19 in the 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. 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 for 14 days since they were last in close contact with that person when they were infectious. Close contact means: direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin to skin) proximity contacts - Extended close contact (within 1-2m for more than 15 minutes) with an infected individual travelling in a small vehicle, like a car, with an infected person.
* The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend settings keep a record of children and staff in specific groups/rooms (where applicable), and any close contact that takes places between children and staff in different groups/rooms. This should be a proportionate recording process. Settings do not need to ask staff to keep definitive records in a way that is overly burdensome.
* A template letter will be provided to settings, on the advice of the health protection team, to send to parents and staff if needed. Settings must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others. Household members of those who are sent home do not need to self-isolate themselves unless the child or staff member who is self-isolating subsequently develops symptoms. If someone in a group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow ‘Stay at home: guidance for households with possible or confirmed 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>
* They should get a test, and:
  + if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
  + if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following ‘Stay at home: guidance for households with possible or confirmed 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>)
* Settings should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.
* Further guidance is available on testing and tracing for coronavirus (COVID-19) (<https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/>).

1. **Contain any outbreak by following local health protection team advice**

* If settings have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus COVID-19 is suspected, settings may have an outbreak, and must contact their local health protection team (HPT) who will be able to advise if additional action is required.
* In some cases, HPTs may recommend that a larger number of other children self-isolate at home as a precautionary measure – perhaps the whole site or group. If settings are implementing the controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole setting closure based on cases within the setting will not generally be necessary, and should not be considered except on the advice of health protection teams.

1. **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.

**10. Actions for early year providers**

* 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.

The following Risk Assessment template is designed to allow you to review and track your individual readiness to reopen your setting in line with COVID-19 requirements. The different sections cover:

|  |  |
| --- | --- |
| Section | Area |
| 1 | **Return to opening or extending services** |
| 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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| --- |
| **RISK ASSESSMENT**  EYFS RESET & RECOVERY |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Description of the Risk/Challenge**  **Amendments to risk assessment:** Section 3: Actions for early years and childcare providers (July 2nd 2020) **(blue font)**  <https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures>  **Planning guide:** **Preparing for the wider opening of early years and childcare settings from 1 June (orange font)**  <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june/planning-guide-for-early-years-and-childcare-settings> | **What is the Current Level of risk *using the matrix*** | **Prompts to support identification of actions to take to control/mitigate the risk** | **Additional Control Measures required** | **New level of risk with Control Measures** | **Actioned by** |
| **Section 1: Return to opening or extending services: Things to consider** | | | | | |
| **How many places can be provided safely?**  *From 20 July, early years settings will not be required to arrange children and staff in small, consistent 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.*  *Until 20 July, providers are expected to ensure that there are no more than 16 children in a single group in an early years setting. Providers can have several groups of 16 children if EYFS ratios and EYFS space requirements allow. While 16 children is the maximum in a group, keeping groups to 8 children, while adhering to EYFS ratios, is preferable, so groups are as small as possible.*  *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.* |  | * *Plans should be based on the maximum number of children who are eligible to attend, rather than predicted numbers, to enable children to return when they are ready to do so* * *Determine how the available space can be used to provide groups of children who stay together with the same member of staff in line with EYFS ratios.*      * *Consider if it is possible for children to attend for all of their usual session pattern, or if session times will need to reduce to allow for safe entry and exit, cleaning etc. It may be necessary to have a temporary cap on numbers of children attending the setting.*      * *Depending on the size and the layout of individual settings, consider how floor space, rooms and outdoor space can be organised to ensure physical distancing between staff and between groups of children, considering the early years foundation stage (EYFS) age-based space requirements.* * *Can area dividers / furniture be used to keep children in different parts of the room.* * *Floor markings could be helpful in assisting staff with keeping groups apart.* |  |  |  |
| **Who should attend?**  *The majority of children will be able to return to settings. Settings should note that:*  *a small number of children will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19).*  *shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of children who will remain on the shielded patient list can return to settings, as can those who have family members who are shielding.* <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>  *If necessary, settings should prioritise vulnerable children and children of critical workers, then 3 and 4 year olds, in particular those who will be transitioning to reception in September, followed by younger age groups.*  *Sessional nurseries that have different cohorts of children at different times of the day may wish to consider having smaller group sizes to limit the number of children staff are in contact with.* |  | * *Determine the number of the critical keyworker, vulnerable children and those with a published EHCP who the priority are to attend every day.* * *If it is not possible to offer places to ALL children, due to physical space or staffing availability develop criteria to determine places for the remainder of children on roll.* * *Arrangements for staff deployment may mean that children are not able to be placed with their usual keyperson.* |  |  |  |
| **Managing staffing capacity to sustain provision**  *Up to 3 childminders (or a mix of up to 3 childminders and assistants) can work together in the same domestic premises. However, if more than 3 childminders work together they will need to apply to Ofsted to register childcare on domestic premises.*  *If registered to deliver childcare on domestic premises, 4 or more childminders (or a mix of 4 or more childminders and assistants) can work together in the same domestic premises, which would enable them to care for larger groups of children and still meet ratio requirements. Further details of requirements for childminders and childcare on domestic premises is available.*  *As far as possible, the same members of staff should be assigned to each group and these should stay the same during the day and on subsequent days.*  *Keep your staffing arrangements as consistent as possible. In instances where you do need to use staff from other setting or agency staff, ensure that this is agreed on a weekly basis, not daily, to limit contacts*  *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.*  <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>  <https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing>  <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19> |  | * *Assess the availability of staff to return to work so adequate and safe staffing levels can be maintained.* * *Plan to ensure that children have the same member of staff every session as far as possible.* * *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.* * *Providers will need to consider:*   + *Staff flexible working arrangements and shift patterns and will these need altering temporarily?*   + *Staffs 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 the needs of any vulnerable staff including those who are shielding and are clinically vulnerable, which includes pregnant women.* * *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.* * *Consider staff cover contingency arrangements; suitable cover staff / DBS checks etc.* * *Consider student placements, in partnership with training providers; agree suitable arrangements, which could include working from home, temporary suspension of placement, reduced hours, etc.* |  |  |  |
| **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, keep 2 metres apart 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 social distancing and keeping 1 metre apart. 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.* * *Prior to re-opening or extending opening, plan 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 is 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.* |  |  |  |
| **Supporting social distancing in the learning environment** |  | * *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 physical space allows, use different rooms or furniture to create different spaces for different groups of children.* * *Where possible use different entry and exit points for different groups of children.* * *Provide clear age appropriate signage displayed in classrooms 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.* |  |  |  |
| **Keeping children separate at lunch and snack times to minimise transmission of infection** |  | * *Review mealtime arrangements: 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.* * *Ensure children are supported to wash hands before and after eating snacks and lunch.* * *Ensure children eat in their group area to cut down on movement around the 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 access to water for drinking; this should be supervised effectively.* |  |  |  |
| **EYFS Staff maintaining safety at work– social distancing**  *shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19).*  [*https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19*](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19)  <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection> |  | * *The health status and availability of every member of staff is updated and known prior to re-opening or extending provision and is regularly reviewed so that deployment can be planned.* * *Any staff member who is identified as clinically extremely vulnerable is not permitted onto the premises.* * *Staff members who are clinically vulnerable, but not furloughed are strongly advised to stay at home and undertake a different type of work, for example focussing on home learning activities for children who do not return, or following up on vulnerable groups where children do not attend.* * *Ensure all staff and students are aware of the current symptoms for COVID-19, including high temperature, persistent cough and loss of taste and smell and understand that they are not permitted to attend if they or a household member is symptomatic.* * *Staff rooms, break areas and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing and increased cleaning.* * *Remove all non-essential furniture and equipment.* * *Hold online (Microsoft teams / zoom) staff meetings rather than face to face meetings.* * *Provide regular briefings via e mail.* * *Limit movement around the building.* |  |  |  |
| **The need to control access to the premises**  *Wherever possible, settings are encouraged to avoid visitors entering their premises.*  *Settings should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on social distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of setting hours, they should. A record should be kept of all visitors where this is practicable.*  *Where possible, the presence of any additional members of staff should be agreed on a weekly basis, rather than a daily basis to limit contacts.*  *Sessions in settings that use external providers, which are not directly required for children’s health and wellbeing, should be suspended.*  *Parents and carers should not be allowed into the setting unless this is essential, and children should be dropped off and collected at the door if possible.* |  | * *Cancel all off-site and on-site events.* * *Limit all but essential visitors, ascertain the medical status of any visitors and do not allow them into the setting if they are displaying COVID-19 symptoms, direct them to seek immediate medical advice.* * *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 signage is clear and easy to understand, use symbols to support lower levels of literacy.* * *Where visitors attend consider safe places to meet with them to ensure social distancing and communicate this. Consider an appointment system.* * *Consider arrangements for receiving goods from suppliers.* |  |  |  |
| **Section 2: Testing and Managing Symptoms: Things to consider** | | | | | |
| **Managing awareness to limit transmission of 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> |  | * *Ensure that staff understand the signs and symptoms of COVID-19 and that guidance has been given as a part of any 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 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 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. 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 has coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)*   <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>  *To access testing parents will be able to use the 111 online coronavirus service if their child is 5 or over. Parents will be able to call 111 if their child is aged under 5.* |  | * *Guidance on accessing a priority test for symptomatic household members has been 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.* |  |  |  |
| **Managing presenting Symptoms of Coronavirus**  *When* ***a child, young person or staff member*** *develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days.* ***Their fellow household members*** *should self-isolate for 14 days.*  *All staff and children who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus and are encouraged to get tested in this scenario.*  ***Where the child, young person or staff member tests negative****, they can return to their setting and the* ***fellow household members can end their self-isolation.***  *Where the* ***child, young person or staff member******tests positive****,* ***the rest*** *of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days.*  ***The other household members of that wider class or group do not need to self-isolate*** *unless the child, young person or staff member they live with in that group subsequently develops symptoms.*  *Anyone who is displaying coronavirus symptoms, or has displayed symptoms in the previous 7 days, or lives with someone who has displayed symptoms in the previous 14 days, should not attend work unless they have tested negative for coronavirus.*  *For childminding settings, this applies to everyone attending your setting who came into contact with the child or staff member. The other household members of those advised to self-isolate do not need to self-isolate unless the child or staff member they live with subsequently develops 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>  <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>  <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings> |  | * *Ensure an emergency PPE kit is in place and an area is available 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.*  **Reporting cases of COVID-19**  <https://www.hse.gov.uk/news/riddor-reporting-coronavirus.htm> |  | * *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 for 14 days since they were last in close contact with that person when they were infectious.* |  |  |  |
| **Staff, and parents are aware of the settings procedures should there be a confirmed case of COVID-19 in the setting**  <https://www.gov.uk/government/publications/covid-19-stay-at-home-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 prior to children returning as availability of previous contacts may be reduced e.g. grandparents may not be available due to restrictions.* |  |  |  |
| **Section 3: Safeguarding: Things to Consider** | | | | |  |
| **General**  *Settings should consider whether any refresh or review of their child protection arrangements is needed in light of coronavirus (COVID-19).*  <https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/interagency-safeguarding-procedures>  <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>  *While the Secretary of State for Education announced the suspension of routine Ofsted inspections in March2020, the safeguarding responsibilities of settings have not changed, and regulatory action including visits to settings which are triggered by safeguarding concerns will continue.*  *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.*  *Settings should work with local authorities, and school nurses and health visitors where relevant, to monitor the welfare of vulnerable children who are not attending provision, and* *other children they might wish to* *keep in touch with for safeguarding purposes*  <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people> |  | * *Consider how the updated policy links to the broader risk assessment to be conducted before opening, described in the guidance on actions for education and childcare settings to prepare for wider opening.* * *All staff and volunteers should be made aware of the new policy and be kept up to date as it is revised.* * *Continue to ensure children are kept safe online – check apps/websites etc and supervise children who are using technology to access the internet.* * *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, 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.* |  |  |  |
| **Safeguarding incidents that occur during closure/partial opening**  **Monitoring safeguarding for children who do not return** |  | * ***Where children do not return****, ensure a plan is 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** |  | * *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 child missing in education policy if a child does not return and contact is not established to understand why they are not attending the early years provision.* |  |  |  |
| **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> |  | * *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 during the setting’s closure (possibly in relation to COVID-19)** |  | * *Prior to re-admission, keyperson to 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.* * *Sustain contact and support for learning at home, for those who do not return.* |  |  |  |
| **Section 5: SEND & Medical Needs: Things to Consider** | | | | | |
| **General**  *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.*  <https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus/education-health-and-care-needs-assessments-and-plans-guidance-on-temporary-legislative-changes-relating-to-coronavirus-covid-19> |  | * *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 and that there is a member of staff designated as a SENCO or interim SENCO.* * *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.* |  |  |  |
| **Children with underlying health conditions are at a higher level of risk** |  | * *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 school 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.* |  |  |  |
| **Section 6: Quality of Education: Things to consider** | | | | | |
| **Planning for a return to learning**  **How do practitioners compensate for the gaps in children’s’ knowledge and skills that will have developed following their extended absence from early years education?**  *Settings should use reasonable endeavours to deliver the EYFS learning and development requirements as far as possible in the current circumstances, as set out in guidance on the temporary changes to the EYFS requirements in light of coronavirus*  *This means continuing to provide an environment that invites learning across all 7 areas as far as is practicable during this time.*  <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> |  | * *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 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.* |  |  |  |
| **How do practitioners offer high quality resources to support children’s learning?** |  | * *Remove soft toys and 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?* * *Malleable materials such playdough, if used – each child must be allocated their own separate container and playdough and handwashing must take place before and after use.* * *SAND must not be used as it cannot be cleaned effectively at the current time.* * *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.* |  |  |  |
| **Transition summary documents will contain limited information** |  | * *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.* |  |  |  |
| **Online or home learning may need to continue for some children running alongside return to early years provision for others** |  | * *Ensure workload is manageable e.g. by encouraging use of nationally available resources where possible e.g. Hungry Little Minds website.* * *Use staff who are unable to work in the setting, due to being medically vulnerable to sustain home learning activities if they are not furloughed.* * *Consider how home learning could be supported for families without access to ICT.* |  |  |  |
| **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***  ***Actions for early years and childcare providers (July 2nd 2020)***  <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. outdoor 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 are 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 new laundered set of clothes or uniform every day.* * *Could staff 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**  <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings> |  | *Staff to give handwashing highest priority in the setting:*   * *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**  *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:*   * *Children whose care already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way i.e. using disposable gloves and aprons for nappy changing.* * *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, e.g. this will need to be cleaned upon arrival and soft toys not be accepted. Can 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.* |  |  |  |
| **Section 8: Staff updates, well-being and development: Things to consider** | | | | | |
| **Staff wellbeing will be affected by the COVID-19 pandemic** |  | * *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** |  | * *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 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.* |  |  |  |
| **Section 9: Finance, sustaining business and sufficiency of places: Things to consider:** | | | | | |
| **Staffing** |  | * *Once staff numbers needs are identified review those available to work.* * *Contact staff team individually and identify current position, well-being, any health issues, can they return to work?* * *Undertake a review of staffing requirements and consider any staff that are furloughed and complete any required legal paperwork.* * *Will there be an impact of built up annual leave? How will this be managed to ensure adequate staff capacity?* * *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> |  | * *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 to return in the summer term?* * *How could prioritising your intake affect your income from private fees?* * *If your setting is closed, contact those parents who have had to find childcare elsewhere, will they be returning when you re-open?* * *Any reduction in rent or rent holiday periods may come to an end when settings re-open. How will this impact the cash flow?* * *When will the setting begin charging parents fees, if not doing so already and how will this be implemented if families choose not to return to the setting for the summer term?* * *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 including 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 : Autumn Term 2020 issued 25/06/2020*  [eyfunding@warwickshire.gov.uk](mailto:eyfunding@warwickshire.gov.uk) |  | *Ensure that the you are fully aware of any changes to EEF for the Summer and Autumn Terms and have fully read the additional guidance documents issued alongside usual processes.*  *Consider:*   * *Any children that may have permanently moved to another setting - when was this move undertaken? How will you manage notice periods, costs impact and will you transfer any funding to another setting for a child that has moved?* * *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?* * *Will your numbers be affected for Autumn Term 2020 claims?* * *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> |  | *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 over the summer term*   + *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.* |  |  |  |
| **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.* |  |  |  |
| **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/news/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.*   + *Deep clean and ventilate the building*   + *Full health and safety inspection of the premises, any repairs, leaks etc.*   + *Review emergency evacuation procedures* |  |  |  |
| **Section 12: Miscellaneous** | | | | | |
| **Additional support and guidance for specific groups of children and families such as:**  **• Newly arrived to 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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**Review**

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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 Contact details:**

**1**. Department for Education (DfE) helpline 0370 000 2288

**2.** Local Public Health England team in the event of anyone developing symptoms whilst in the setting: Telephone: 0344 225 3560

PHE West Midlands office, 6TH Floor  
5 St Phillip’s Place  
Birmingham, B3 2PW

**Useful Links**

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| --- | --- | --- |
| **Type Of Article** | **Date of Last Update** | **Link / Headline** |
| Guidance | 28/04/2020 | [Use of free early education entitlements funding during the outbreak](https://www.gov.uk/government/publications/use-of-free-early-education-entitlements-funding-during-the-coronavirus-outbreak) |
| Guidance | 27/05/2020 | [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) |
| Guidance | 25/06/2020 | [Guidance for the public on mental health and wellbeing](https://www.gov.uk/government/publications/covid-19-guidance-for-the-public-on-mental-health-and-wellbeing) |
| Guidance | 25/06/2020 | [Supporting children & young people’s mental health and wellbeing](https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing) |
| Guidance | 24/06/2020 | [Staying safe outside your home](https://www.gov.uk/government/publications/staying-safe-outside-your-home) |
| Guidance | 06/07/2020 | [Coronavirus outbreak FAQs: what you can and can’t do](https://www.gov.uk/government/publications/coronavirus-outbreak-faqs-what-you-can-and-cant-do) |
| Transparency Data | 23/06/2020 | [Attendance in education and early years settings](https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-in-education-and-early-years-settings) |
| Guidance | 23/06/2020 | [Accessing food and essential supplies](https://www.gov.uk/guidance/coronavirus-covid-19-accessing-food-and-essential-supplies) |
| Guidance | 23/05/2020 | <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-business-support-grant-funding> |
| Guidance | 21/05/2020 | [Supporting your children's education (for parents and carers)](https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19) |
| Guidance | 23/06/2020 | [www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/get-an-antigen-test-to-check-if-you-have-coronavirus/](http://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/get-an-antigen-test-to-check-if-you-have-coronavirus/) |
| Guidance | 18/06/2020 | [Infection Prevention & Control](https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control) |
| Guidance | 18/06/2020 | [Guidance for households with possible coronavirus infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance) |
| Collection | 18/04/2020 | [Personal protective equipment (PPE) hub](https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe) |
| Guidance | 16/06/2020 | [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) |
| Guidance | 16/06/2020 | [Maintaining educational provision](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision) |
| Guidance | 16/06/2020 | [Actions for educational & childcare settings to prepare for wider opening from 1 June 2020](https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020) |
| Guidance | 15/06/2020 | [Preparing for the wider opening of schools from 1 June](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june) |
| Guidance | 15/05/2020 | [Guidance on vulnerable children and young people](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people) |
| Guidance | 15/05/2020 | [Cleaning of non-healthcare settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) |
| Guidance | 12/06/2020 | [The UK Government’s COVID-19 recovery strategy](https://www.gov.uk/government/publications/our-plan-to-rebuild-the-uk-governments-covid-19-recovery-strategy) |
| Guidance | 07/05/2020 | [Coronavirus Act 2020: status](https://www.gov.uk/government/publications/coronavirus-act-2020-status) |
| Guidance | 03/07/2020 | [Working safely during coronavirus (COVID-19)](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19) |
| Guidance | 03/07/2020 | [Guidance for employees, employers and businesses](https://www.gov.uk/government/publications/guidance-to-employers-and-businesses-about-covid-19) |
| Guidance | 06/07/2020 | [Shielding & 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) |
| Guidance | 03/07/2020 | [Staying alert and safe (social distancing)](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing) |
| Guidance | 03/07/2020 | [Social distancing in the workplace: sector guidance](https://www.gov.uk/guidance/social-distancing-in-the-workplace-during-coronavirus-covid-19-sector-guidance) |
| Collection | 03/07/2020 | <https://www.gov.uk/government/collections/early-years-and-childcare-coronavirus-covid-19> |
| Guidance | 03/06/2020 | [Actions for Schools During COVID-19](https://www.gov.uk/government/publications/covid-19-school-closures) |
| Guidance | 02/07/2020 | [Closure of educational settings: information for parents & carers](https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers) |
| Collection | 02/07/2020 | [**COLLECTION:** Guidance for schools and other educational settings](https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings) |
| Guidance | 02/07/2020 | [Guidance for parents and carers: Opening schools and educational settings to more pupils from 1 June:](https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june) |
| Guidance | 02/07/2020 | [Actions for Early Years and Childcare during COVID-19](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures) |
| Guidance | 02/04/2020 | [Business rates: nursery (childcare) discount 2020 to 2021: LA guidance](https://www.gov.uk/government/publications/business-rates-nursery-childcare-discount-2020-to-2021-coronavirus-response-local-authority-guidance) |
| Guidance | 01/06/2020 | [Implementing protective measures in education and childcare settings](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings) |
| Guidance | 01/06/2020 | [Tax-Free Childcare and 30 hours free childcare during pandemic](https://www.gov.uk/guidance/check-if-you-can-get-tax-free-childcare-and-30-hours-free-childcare-during-coronavirus-covid-19) |
| Statutory Guidance | 01/06/2020 | [Early years foundation stage statutory framework (EYFS)](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2) |