



St George's Early Years Risk Assessment Policy

St George's Mission Statement

Inspired by Gospel Values

And called to the fullness of life.

To learn and grow through faith, love, and laughter.

To be the best we can,

Showing Christ's love in all we do.

Date of policy	November 2022
Date of last review	September 2025
Reviewed by	Senior Leadership Team
Date of next review	September 2026

Rationale:

To facilitate, support and encourage children to take a risk, embrace new experiences and learn by trial and error.

Purposes:

- All children to receive provision that stimulates and challenges their learning.
- All children to become independent learners - applying the skills they learn in their own play.
- All children should be able to take risks in their learning because the environment is created to allow this whilst being mindful of safety at all times.

Guidelines:

- EYFS staff will carry out risk assessments for any outings – these are considered and authorised by Senior Leaders.
- EYFS staff will check identified written risks on a daily basis – if risks are identified then they are recorded in the risk assessment book and reported to the facilities manager as soon as possible. All staff are responsible for identifying risk and making the environment as safe as soon as possible.
- EYFS staff will manage risks on a daily basis and use their professional judgements and the advice of senior staff to ensure that any additional hazards that are identified are addressed immediately with the safety of the pupils paramount at all times.
- Fixed structures inside and out are assessed by the school Health and Safety designated officer.

General Risk Analysis

- Keep unused electrical sockets secure and off when not in use.

- Keep floor clutter to specified learning environments.
- Check play equipment regularly.
- Discuss the dangers of trapping fingers in doors.
- Supervise children at all times with appropriate ratios of adults: pupils. Reception 1:30 and Nursery 1:13
- Ensure staff position themselves carefully in the indoor and outdoor environments to ensure they have optimum view of all the children.
- Make sure exits/entrances are supervised during accessible times and at all other times ensure that they are locked.
- Discuss the need for staff to know where children are, for example, Going to the toilet in case of fire drills etc.

Indoor Environment Checklist

Are the classroom environments safe and secure?	Yes
Are the learning environments an emotionally safe place to be?	Yes
Do the learning environments enable all children to develop as independent learners?	Yes
Are appropriate learning opportunities maximised by using space and time creatively?	Yes – reviewed regularly especially if an area isn't being accessed
Is the indoor environment accessible to all children?	Yes
Is the learning environment too hot, too cold, too stuffy or too dark?	All acceptable – need to monitor the free flow door in winter months. Classroom

	temperatures monitored - heaters turned on and off when appropriate.
Do children have access to water to drink?	Yes – all day and milk during snack time
Do children have access to healthy snacks?	Yes – daily
Is there adequate space for children to learn and play?	Yes – 2 learning classrooms and outdoor learning provision
Are there a range of activities for each of the 7 areas of learning?	Yes – often modelled then enhanced within the provision
Can all children be seen within the learning environment?	Staff to position themselves where they have the optimum view of the class. If they are unable to see certain areas then move the children so they can monitor what is happening. Often 1 adult in 'green classroom' and other in 'blue classroom' or outdoor learning area – staff in constant communication with each other.

Outdoor Environment Checklist

Is the outdoor environment safe and secure?	Yes – members of staff should be in key places to ensure that this happens
Is the learning environment an emotionally safe place to be?	Yes
Is the outdoor environment accessed in all weathers?	Yes – may limit the time if the weather is extremely cold or hot due to no shade or shelter outdoors. Sun cream and sunhats in hot/sunny weather –information shared with parents/carers.

	Welly boots and wet weather gear available for snow/rain.
Are appropriate learning opportunities maximised by using space and time creatively?	Yes – outdoor learning timetabled in daily
Can the children use the outdoor environment for all aspects of their learning?	Yes – children able to access all 7 areas of learning and COEL outdoors
Is the outdoor environment accessible to the children?	Yes
Is the outdoor environment always supervised?	Yes - free flow / outdoor provision with 1 member of staff inside/ 1 member of staff outside
Do children have access to healthy snacks and water?	Yes – they can still access this independently
Is there adequate space for children to learn and play?	Yes
Are there a range of activities for each of the 7 areas of learning?	Yes – all areas have been included in the planning and development of the new outdoor area including accessible storage options

Points to consider

Visibility – how much of the outdoor /indoor environment can be seen?	Staff to position themselves where they have the optimum view of all children outdoors.
Are there any blind spots?	No
How do children access the outdoors?	Through door in main 'green classroom' once opened by staff member. Timetabled free flow throughout the day and during lunchtime.

How are the access points made secure?	Internal gates are closed and locked. All Early Years gates are accessed from within the school grounds – all unable to be accessed from outside sources.
Are the access points used by staff, children, parents/visitors to access other areas of the site?	No - secure outdoor area within school grounds.
Which equipment will always require adult supervision?	All outdoors have adult supervision to ensure safety at all times and that pupils are learning through extended play
Which resources require regular safety checks?	All items are checked daily but specific areas are monitored more closely as stated in the risk assessment, i.e. trikes, scooters and helmets.
Are there any children who will need particular support and supervision outdoors?	Yes - Individual needs identified with care plans and risk assessments written and adhered to. Reviewed termly and discussed with EY team & SLT.
How many children have access to the outdoor environment at any one time?	All EY children. Teacher judgement used daily if specific areas are being used more than others. Whole Class, all Early Years children in designated area outside at lunchtime where staff can monitor the safety of all children and not focus on directed activities or observations.

How will weather conditions affect surfaces, equipment, activities and access?	Fixed equipment needs maintaining – weather proofing – EY staff & caretaker clears potential hazards including litter. Ice/Floods – daily assessment needed in morning before accessing the outdoor area. Consider if the wooden equipment is safe to use in case of wet weather. Trees overhead – leaves and bird faeces swept & cleaned off equipment by caretaker and EY staff. Fallen twigs & branches monitored and checked.
Are adults working with EYFS children aware of designated first aiders?	Yes, including Early Years staff – Paediatric First Aiders.
Is the environment close to public access points or public footpaths?	No – secure area.

Outdoor Area Risk Assessment

Who could be harmed?	Children
Existing Controls?	Outdoor equipment is checked daily to ensure everything is in safe working order. Staff made aware of any possible hazards. Gates locked to safeguard all pupils.
How serious is the risk of injury?	M – some areas carry more risk than others as stated in the risk assessment.
What further action is needed to control the risk?	Continuous vigilance by all EYFS staff.

Who will be responsible for what action and when/how often will it be taken?	All staff – ongoing
---	---------------------

Lunch time use

All Early Years children use the designated area outside at lunchtime where a member of staff monitors the safety of all children. If a child needs the toilet, they are free to access the toilets inside the classroom.

In summary, this is what St George's will do to manage risk ...

- All staff will be involved in assessing risk daily – THE SAFETY AND WELFARE OF ALL CHILDREN IS PARAMOUNT!
- Risk assessments will be reviewed regularly.
- If staff see a hazard they will either remove it or make the area safe.
- All staff will model how to use resources/equipment effectively.
- All staff will support and model how to move around the setting safely.

All policies will be reviewed annually by EYFS staff and Senior Leaders.

For external trips - see whole school educational visit guidance.