



REACH
SOUTH
ACADEMY TRUST



Highstreet Primary
Academy

Early Years Foundation Stage (EYFS) Risk Assessment

Why risk assess?

Across the Early Years environment we aim to offer a wide range of exciting and engaging learning opportunities to help develop children's foundation skills. In any situation where there are a number of children working and playing together there are risks but there are also benefits. We take the health and safety of children very seriously, and assess each situation by considering the potential risks and the benefits. Through discussion, we then decide if the risks can be managed appropriately and that the benefits are valid, reasonable and productive in moving children's learning forward.

An EYFS risk assessment is a legal requirement for early years providers as a measure to identify and control risk in an early years setting. The risk assessment only forms a small part of our safety and compliance management, a comprehensive system is in place within Trust academies led by our estates team and site management staff'

The following Risk Assessments cover the main areas of the indoor and outdoor environment. The general checklist covers our daily considerations before opening the environment to parents and children. Toileting, first aid and safeguarding are covered by whole-school policies available on the school website. Trips are covered separately using whole-school risk assessment forms and are agreed on a trip-by-trip basis by the Headteacher.

All risk assessments are reviewed yearly to ensure they are up-to-date and relevant however, an assessment will be made immediately if there is an incident, or an area of the environment is adapted or changed in any significant way.

This is an approved template provided to all schools with an EYFS provision. Each school is expected to personalise with the relevant staff details as necessary. It may be necessary to use this template for any additional areas a specific school may have – please attach to the end of the document. If you require any additional guidance please seek support from a member of the Education Team. This risk assessment sits alongside our statutory documentation

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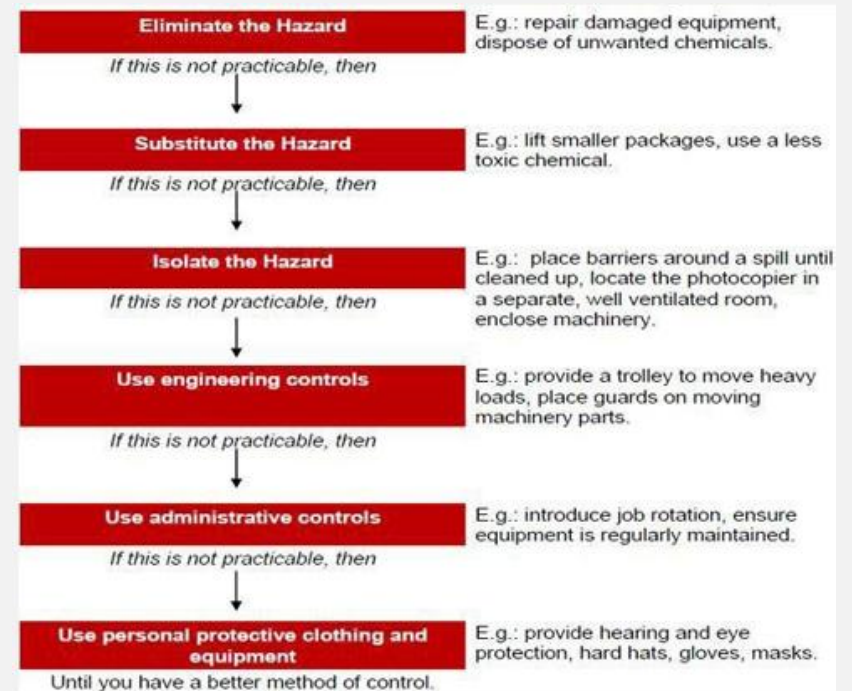
Daily Safety Checklist (EYFS Staff and Children to use)

| Item | Details | Tick/Comment |
|----------------------------|---|--------------|
| OUTDOOR ENVIRONMENT | | |
| 1 | All relevant external gates are secured and locked | |
| 2 | All relevant internal gates are secured and locked | |
| 3 | Storage sheds are locked | |
| 4 | Check play surfacing, sweep if necessary | |
| 5 | Pick up litter | |
| 6 | Check drain holes are clear and covered with grill | |
| 7 | Check outdoor furniture is safe | |
| 8 | Remove any broken/unsafe outdoor toys and equipment | |
| 9 | Check the outdoor surface is safe | |
| 10 | Ensure all equipment is stored safely | |
| INDOOR ENVIRONMENT | | |
| 1 | Check toilets and sinks are clean and there is sufficient toilet paper and soap | |
| 2 | Check indoor furniture and equipment is safe | |
| 3 | Check the snack table is clean and that the children have access to fresh water | |
| 4 | Unlock any fire doors to the outside area | |
| 5 | Place chairs out around tables and check for damage | |
| 6 | Check classroom floor | |

| Risk Matrix | | | | | | | | | | |
|-------------|----------------|----------|----------|----------|----------|---------------|-------|----------|-------|---------|
| | | | | | | Consequence | | | | |
| | | | | | | Insignificant | Minor | Moderate | Major | Extreme |
| Likelihood | Almost certain | Moderate | Moderate | High | High | High | | | | |
| | Likely | Moderate | Moderate | Moderate | High | High | | | | |
| | Possible | Low | Moderate | Moderate | High | High | | | | |
| | Unlikely | Low | Low | Moderate | Moderate | High | | | | |
| | Rare | Low | Low | Low | Moderate | High | | | | |

Once the post-control risk rating has been calculated it will be imperative that appropriate actions and controls are implemented.

High = Intolerable requires further controls to bring it to an acceptable level before it can proceed.
 Moderate = Tolerable with enhanced supervision
 Low = Tolerable activity can go ahead with limited supervision



Benefit Risk Assessment: Indoor Activities

Prepared by: *Leea Jolly 7.11.25*

| Activity/Hazard | Benefit | Risks | Children's voice | Pre-Control Risk Assessment (use Matrix) | | | Elimination/ Control methods C | Who/When | Post-Control Risk Assessment (use Matrix) | | |
|-----------------------------|---|--|--|--|----------|----------|--|---------------------------------|---|-------|-----|
| | | | | L | C | RR | | | L | C | RR |
| Malleable activities | Physical development as well as motor skills practice | Possible allergic reactions to materials Consumption of materials | <i>I can roll and cut this up to make a birthday cake for you</i> | possible | minor | MODERATE | Check all information on allergies and avoid allergens. Make sure all other materials are sensitive and are diluted according to the instructions. Children follow the no consumption rule in this area. | Staff and parents Daily | Unlikely | Minor | Low |
| Toy boxes | Add stimulus to play increasing vocabulary, interaction and communication | Falling toys, heavy boxes being moved unsafely, trapped fingers or drops on toes | <i>We have to think before we move the boxes</i> | possible | moderate | HIGH | Ensure boxes and baskets are not overloaded. Provide low storage for boxes. Adults to oversee manual handling and model safe techniques. | Staff and children Daily | Unlikely | Minor | Low |
| Slips and trips | | Children trip or slip on toys left on the floor | <i>You need to look where you are walking, tidy up what you don't need</i> | possible | minor | MODERATE | Set expectations about how much can be out at any one time and encourage children to tidy up what they are no longer playing with to keep the environment safe. Any spills on floor to be mopped up straight away. Any objects on floor that could be a trip hazard to be picked up. | Staff and children Daily | Unlikely | Minor | Low |

| | | | | | | | | | | | |
|--------------------------------------|---|--|--|-----------------|-----------------|------------------------|--|-------------------------------------|-----------------|--------------|------------|
| <p>Scissors, hole punches</p> | <p>Promotes the children’s motor skills and creative play</p> | <p>Children cut themselves or others</p> | <p><i>When need to hold the scissors safely and walk with them</i></p> <p><i>I must not put my fingers in the hole punch</i></p> | <p>possible</p> | <p>minor</p> | <p>MODERATE</p> | <p>Talk to the children about the use of scissors, e.g. for paper and card. The scissors must be used to cut.</p> <p>Make it clear to the children that you don’t use the scissors to cut hair or each other’s clothes. Model to the children how to use scissors and walk with them safely.</p> <p>Model how to use the hole punches.</p> | <p>Staff and children Daily</p> | <p>Unlikely</p> | <p>Minor</p> | <p>Low</p> |
| <p>Open shelves</p> | <p>Encourage independence and self-selection of resources</p> | <p>Children climb the shelves or hang off it causing shelves to fall</p> | <p><i>I must not climb the shelves or hang off the furniture</i></p> | <p>Unlikely</p> | <p>moderate</p> | <p>MODERATE</p> | <p>Talk to the children about the open shelves and how to use them safely.</p> <p>Encourage the children to find an adult if a child is using the shelves incorrectly.</p> | <p>Staff and children Daily</p> | <p>Unlikely</p> | <p>Minor</p> | <p>Low</p> |

Benefit Risk Assessment: Mud Kitchen and Digging Patch

Prepared by: *Leea Jolly 7.11.25*

| Activity/Hazard | Benefit | Risks | Children's voice | Risk Assessment (use Matrix) | | | Elimination/ Control methods | Who/When | Post-Control Risk Assessment (use Matrix) | | |
|---------------------------------------|--|---|--|------------------------------|----------|------|---|--|---|-------|-----|
| | | | | L | C | R | | | L | C | RR |
| Contact with soil | Exposure to beneficial bacteria to build a healthy immune system Sensorial open-ended materials Normal childhood experience | Ingesting soil | <i>It's fun to get dirty</i> <i>The mud feels good</i> | unlikely | minor | LOW | Provide hand washing facilities during and after play Establish good handwashing routines. Children encouraged to follow a no consumption routine in this area | Staff at the beginning of each session | Unlikely | Minor | Low |
| Soil contamination | Children can be involved in checking the area before play creating a sense of ownership and raising awareness of potential hazards | Ingesting/ absorbing contaminated soil | <i>Tell the Teacher if we see something strange</i> | unlikely | minor | LOW | Soil should be checked for contaminants daily, before play This is part of the daily checklist Children follow the no consumption rule in this area. Not using manure or any chemicals on the garden or surrounding areas. | Staff Part of daily checklist | Unlikely | Minor | Low |
| Washing up hands | Children learn good hygiene practices | Wet areas Slips and trips | <i>We need to wash the mud off properly</i> | possible | moderate | HIGH | Provide washing facilities and at times of extreme mud, provide rinsing facilities outside. Staff to monitor floor areas for water and mop up when necessary. | Staff to monitor Daily | Unlikely | Minor | Low |
| Washing up utensils, equipment | Involving the children in the cleaning and tidying creates a sense of ownership Can help with fine and gross motor skills | Manual handling Moving pots and pans | <i>We need to pick the pots up off the floor and put the spoons away</i> | unlikely | minor | LOW | Ensure buckets and baskets are not overloaded. Provide low storage for pots and pans. Adults to oversee manual handling and model safe techniques. | Staff to monitor Daily | Unlikely | Minor | Low |

| | | | | | | | | | | | |
|---|--|---|--|-----------------|----------------------|------------------------|---|-----------------------------------|-----------------|--------------|------------|
| <p>Water</p> | <p>Adds a new dimension to the play, changing the states of materials so children can mix, tip, pour and stir to create potions, stews and soups</p> <p>Covers aspects of Maths, and Science</p> | <p>Drowning Flooding during prolonged or heavy rain</p> | <p><i>I have made a stew we are going to have our friends over for tea</i></p> | <p>rare</p> | <p>catastrophic</p> | <p>HIGH</p> | <p>Containers provided do not allow children to fall in.</p> <p>Teachers to supervise where large trugs are in use and do not fill deeply.</p> <p>Staff to monitor area during prolonged heavy rain</p> | <p>Staff to monitor Daily</p> | <p>Unlikely</p> | <p>Minor</p> | <p>Low</p> |
| <p>Water</p> | <p>As above</p> | <p>Stagnant water, consumption/absorption of contaminants</p> | <p><i>Don't really drink it, it would be yucky!</i></p> | <p>unlikely</p> | <p>moderate</p> | <p>MODERATE</p> | <p>Water containers are emptied at the end of each session/day so they do not go stagnant.</p> <p>Water containers are emptied regularly and check for contaminants.</p> <p>Children are encouraged to follow a no consumption routine in this area.</p> <p>Children are made aware of the hazards of stagnant water.</p> | <p>Staff to monitor Daily</p> | <p>Unlikely</p> | <p>Minor</p> | <p>Low</p> |
| <p>Wet/dirty clothes</p> | <p>Children become responsible for their own belongings</p> <p>Children practice changing clothes and shoes</p> | <p>Children get cold</p> | <p><i>We should wear mud suits and wellies so they can get dirty</i></p> | <p>possible</p> | <p>insignificant</p> | <p>LOW</p> | <p>School has a supply of mud suits and wellies.</p> <p>Parents are asked to supply coats that they do not mind getting muddy.</p> | <p>School Parents Weekly</p> | <p>Unlikely</p> | <p>Minor</p> | <p>Low</p> |
| <p>Gravel, pebbles, woodchip or other pieces of natural material</p> | <p>Fine and gross motor skills are developed when lifting, mixing, stirring and pouring</p> <p>The connection to nature</p> | <p>Choking</p> | <p><i>I love mixing all the materials into my pot</i></p> | <p>unlikely</p> | <p>moderate</p> | <p>MODERATE</p> | <p>Any children who are likely to explore putting things into their mouths are identified and given greater supervision in this area.</p> <p>Children encouraged to follow a no consumption rule in this area</p> | <p>Staff Daily</p> | <p>Unlikely</p> | <p>Minor</p> | <p>Low</p> |

| | | | | | | | | | | | |
|--|--|--|--|-----------------|-----------------|------------------------|--|------------------------|-----------------|--------------|------------|
| <p>Using plants and other foraged natural materials</p> | <p>Connection to nature Creative stimulus Sensorial Open ended materials</p> | <p>Ingesting or absorption of poisonous plants Allergies</p> | <p>I like adding leaves and twigs to my potion</p> | <p>unlikely</p> | <p>moderate</p> | <p>MODERATE</p> | <p>Raise the risk of eating plants Plants within the play area are chosen carefully.</p> <p>Adults to remove hazardous plants Children encouraged to follow a no consumption rule in this area.</p> <p>Children encouraged to wash their hands after play.</p> | <p>Staff Daily</p> | <p>Unlikely</p> | <p>Minor</p> | <p>Low</p> |
|--|--|--|--|-----------------|-----------------|------------------------|--|------------------------|-----------------|--------------|------------|

Benefit Risk Assessment: Climbing Equipment and Free-standing Play Equipment

Prepared by: *Leea Jolly 7.11.25*

| Activity/Hazard | Benefit | Risks | Children's voice | Risk Assessment (use Matrix) | | | Elimination/ Control methods | Who/When | Post-Control Risk Assessment (use Matrix) | | |
|---|---|--|--|------------------------------|-------|----------|---|-----------------------------|---|-------|-----|
| | | | | L | C | R | | | L | C | RR |
| <p>Crates and planks, cable reels, tree stumps</p> | <p>Children develop their motor skills and balance</p> <p>Creative play</p> | <p>Slips, trips or falls</p> <p>Knocks from falling or moving blocks</p> | <p><i>We built a castle – you can come over the bridge</i></p> | possible | minor | MODERATE | <p>Children have a safety talk prior to using the equipment and agree how to use it safely. Daily reminders are given about assessing the risk in their play</p> <p>Weather conditions to be considered when accessing the equipment</p> <p>Area to be monitored to ensure surroundings are clear and surface is flat</p> <p>All equipment is checked regularly to look for damage.</p> | Staff and children Daily | Unlikely | Minor | LOW |

Benefit Risk Assessment: Wheeled Toys

Prepared by: *Leea Jolly 7.11.25*

| Activity/Hazard | Benefit | Risks | Children's voice | Risk Assessment (use Matrix) | | | Elimination/ Control methods | Who/When | Post-Control Risk Assessment (use Matrix) | | |
|---|---|--|--|------------------------------|-------|----------|--|-----------------------------|---|-------|-----|
| | | | | L | C | R | | | L | C | RR |
| Riding on and being a passenger on the bikes | Physical development, spatial awareness, communication and social skills Part of creative play | Knocking other children, clothing trapped in moving parts, bikes tipping | <i>We are chasing a tiger it escaped from the zoo</i> | possible | minor | MODERATE | Involve children in safety talks about using the bikes in the garden space. Make sure children do not wear scarves in the garden to avoid tangling in wheels. Limit the number of wheeled toys in the garden at any one time and keep them to hard surface area to avoid muddy/slippy wheels. Ensure all wheeled toys are checked over regularly for damage and replaced when necessary. | Children and staff Daily | Unlikely | Minor | Low |
| Scooting around the garden | Physical development, co-ordination Social and creative play | Knocking into other children, scooters tipping/sliding Clothing trapped in moving parts | <i>This is a police scooter we are keeping people safe</i> | possible | minor | MODERATE | Involve children in safety talks about using the scooters in the garden space. Make sure children do not wear scarves in the garden to avoid tangling in wheels. Limit the number of wheeled toys in the garden at any one time and keep them to hard surface area to avoid muddy/slippy wheels. Ensure all wheeled toys are checked over regularly for damage and replaced when necessary. | Children and staff Daily | Unlikely | Minor | Low |
| Shuffle boards | Physical development, coordination and balance | Tipping off the board Overshooting the board/ falling off | <i>We can chase each other</i> | possible | minor | MODERATE | Model to the children how to ride the boards safely. Check boards over each time they are out to check wheels are secure and turning freely. Keep flat surface area coned and clear for the boards. Remove all other wheeled toys at these times. | Children and staff Daily | Unlikely | Minor | Low |

Benefit Risk Assessment: Forest School Areas

Prepared by: *Leea Jolly 7.11.25*

| Activity/Hazard | Benefit | Risks | Children's voice | Risk Assessment (use Matrix) | | | Elimination/ Control methods | Who/When | Post-Control Risk Assessment (use Matrix) | | |
|------------------------------|--|--|---|------------------------------|----------|------|---|---------------------------------|---|-------|------|
| | | | | L | C | R | | | L | C | RR |
| Contact with soil | Exposure to beneficial bacteria to build a healthy immune system. Sensorial open-ended materials. Normal childhood experience. | Ingesting soil | <i>It's fun to get dirty</i> <i>The mud feels good</i> | unlikely | minor | LOW | Provide hand washing facilities during and after play. Establish good handwashing routines. Children encouraged to follow a no consumption routine in this area | Staff beginning of each session | Minor | Low | Rare |
| Soil contamination | Children can be involved in checking the area before play creating a sense of ownership and raising awareness of potential hazards | Ingesting/ absorbing contaminated soil | <i>Tell the Teacher if we see something strange</i> | unlikely | minor | LOW | Soil should be checked for contaminants daily, before play. This is part of the daily checklist Children follow the no consumption rule in this area. Not using manure or any chemicals on the garden or surrounding areas. | Staff Part of daily checklist | Unlikely | Minor | Low |
| Washing up hands | Children learn good hygiene practices | Wet areas Slips and trips | <i>We need to wash the mud off properly</i> | possible | moderate | HIGH | Provide washing facilities and at times of extreme mud, provide rinsing facilities outside. Staff to monitor floor areas for water and mop up when necessary. | Staff to monitor Daily | Unlikely | Minor | Low |
| Using gardening tools | Children develop safe handling skills; understand the purpose of gardening tools. | Cuts/grazes from using tools Poking or eye injuries | <i>We need to dig up the potatoes for our soup</i> | possible | moderate | HIGH | Ensure children are show how to use the tools safely and that they only work under supervision when using sharp tools. Make sure tools available are child sized and appropriate. Check all tools regularly for damage and replace where necessary. | Staff and children Daily | Unlikely | Minor | Low |

| | | | | | | | | | | | |
|--|--|--|---|----------|---------------|-----------------|--|-----------------------------------|----------|-------|-----|
| Growing own food to cook in the environment | <p>Scientific knowledge of plants and growth cycles</p> <p>Understanding about environmental issues</p> <p>Cooking and tasting a variety of home-grown foods</p> | Allergic reaction to foods | <i>We made this leek and potato soup with vegetables that we grew in our garden</i> | unlikely | moderate | HIGH | <p>Ensure all information on allergies is stored centrally and all staff are aware of known allergens. Parents to inform school of any changes and updates and ensure all medication is in school. Staff to check dates and ensure all medication is stored centrally and in date. Plan activities carefully for children with allergies considering ingredients and possible sources for reaction. Source alternative safe ingredients where necessary.</p> | Staff, parents, children Daily | Unlikely | Minor | Low |
| Cooking and /or eating food grown in the garden | <p>Knowledge of foods and how they grow. An understanding of healthy diets</p> | <p>Allergic reaction to food</p> <p>Consumption or absorption of a contaminant</p> | <i>I didn't know potatoes grew under the ground</i> | unlikely | moderate | HIGH | <p>Children to understand not to put anything in their mouths in this area. Foods harvested to be washed and prepared safely. Staff carrying out cooking activities to have the relevant food hygiene certification. (EYFS manager to ensure this is kept up to date) Children to be involved in safe food preparation to develop their understanding.</p> | Staff and children Daily | Unlikely | Minor | Low |
| Water | As above | <p>Stagnant water, consumption/ absorption of contaminants</p> | <i>Don't really drink it, it would be yucky!</i> | unlikely | moderate | MODERATE | <p>Water containers are emptied at the end of each session/day so they do not go stagnant. Water containers are emptied regularly and check for contaminants. Children are encouraged to follow a no consumption routine in this area. Children are made aware of the hazards of stagnant water.</p> | Staff to monitor Daily | Unlikely | Minor | Low |
| Wet/dirty clothes | <p>Children become responsible for their own belongings</p> <p>Children practice changing clothes and shoes</p> | Children get cold | <i>We should wear old mud suits and wellies</i> | possible | insignificant | LOW | <p>School has a supply of mud suits and wellies. Parents are asked to supply coats that they do not mind getting muddy.</p> | School and parents Weekly | Unlikely | Minor | Low |

Benefit Risk Assessment: Sand and Water

Prepared by: *Leea Jolly 7.11.25*

| Activity/Hazard | Benefit | Risks | Children's voice | Risk Assessment (use Matrix) | | | Elimination/ Control methods | Who/When | Post-Control Risk Assessment (use Matrix) | | |
|--|--|---|--|------------------------------|-------|----------|---|--------------------------|---|-------|-----|
| | | | | L | C | R | | | L | C | RR |
| Sand play | Sociable play, motor skills, creative play, language development | Sand flipping up into eyes | <i>We are digging for treasure</i> | unlikely | minor | LOW | <p>Talk to the children about playing together in the sand and use the rhyme – ‘the sand stays down low or out you go’</p> <p>Monitor the number of children playing in the sand pit and regulate if necessary.</p> | Staff and children Daily | Unlikely | Minor | Low |
| Slipping on loose sand around the pit | Children benefit from playing in a large sand pit and connecting with the material | Children slip and injury themselves on loose sand surrounding the pit | <i>I have to climb out carefully and empty my wellies into the pit</i> | possible | minor | MODERATE | <p>Adult to model how to empty sand from wellies, into the sandpit.</p> <p>Adults to monitor and clear the build-up of sand around the pit. Sweep sand from the walls into the sandpit before the cover is placed over the sand.</p> | Staff Daily | Unlikely | Minor | Low |
| Sand contamination | Children can be involved in checking the area before play creating a sense of ownership and raising awareness of potential hazards | Ingesting/ absorbing contaminated sand | <i>Tell the Teacher if we see something strange</i> | unlikely | minor | LOW | <p>The cover needs to be in place at the end of each day. Adults to remove the cover and check for any contamination. Area around the sandpit to be checked each day for any contamination, rubbish blown in, animal droppings etc.</p> | Staff Daily | Unlikely | Minor | Low |
| Sand and water | <p>Sociable play, motor skills, creative play, language development</p> <p>Science and Mathematical development.</p> | Water or sand splashed into eyes, consumption of materials | Keep the sand down low or away you go – we try to do this | possible | minor | MODERATE | <p>Involve the children in setting the safety rules in these areas.</p> | Staff and children Daily | Unlikely | Minor | Low |

| | | | | | | | | | | | |
|------------------------|--|---|---|----------|-------|----------|---|-----------------------------|----------|-------|-----|
| Sand and water | Sociable play, motor skills, creative play, language development Science and Mathematical development | Slipping on sand and water on the floor | We need to be careful if there is stuff on the floor | possible | minor | MODERATE | Staff to monitor these areas and encourage children to spot and help clear spillages to reduce the risk of slips. | Staff and children Daily | Unlikely | Minor | LOW |
| Water tray play | Science exploration on water movement, Maths capacity, motor skill development in filling and pouring | Children become wet and cold | <i>I love when the water spills over the top – it's like a volcano</i> | unlikely | minor | LOW | Staff to consider the temperature outside before placing water trays out. If children are playing at the water ensure cover-ups are available to use. | Staff and children Daily | Unlikely | Minor | LOW |
| Water | As above | Water is dirty or contaminated | The water is dirty | unlikely | minor | LOW | All water trays to be emptied at the end of the session/day and refreshed with clean water each day. If children have transported soil/sand or other materials into the water then trays need to be washed before they are refreshed. | Staff and children Daily | Unlikely | Minor | LOW |
| Water toys | Offer creativity in the water play, can facilitate Maths and Science talk and interactive play | Toys hold water and become mouldy or contaminated | I love the water mill it spins round and round when I pour the water here | unlikely | minor | LOW | Staff to ensure all water toys are drained and left to dry overnight – toys are periodically sterilized and checked for mould. Toys to be replaced when necessary. | Staff and children Daily | Unlikely | Minor | LOW |
| Sprays/bubbles | Aiming skills Blowing Coordination | Bubble solution or spray in the eye | I love watching the bubbles go across the garden then they pop | possible | minor | MODERATE | Staff to involve children in assessing the risks of blowing bubbles or spraying water and look at how to do it safely. Staff to supervise use of bubbles. | Staff and children Daily | Unlikely | Minor | LOW |

Benefit Risk Assessment: Bug Hotel

Prepared by: *Leea Jolly 7.11.25*

| Activity/Hazard | Benefit | Risks | Children's voice | Risk Assessment (use Matrix) | | | Elimination/ Control methods | Who/When | Post-Control Risk Assessment (use Matrix) | | |
|---------------------------------------|--|-------------------------------------|---|------------------------------|-------|-----|---|-----------------------------|---|-------|-----|
| | | | | L | C | R | | | L | C | RR |
| Leaves and sticks in bug hotel | The leaves and sticks encourage bugs for the children to explore | Bacteria and viruses, sharp sticks | <i>Look! A woodlouse in the leaves</i> | unlikely | minor | LOW | <p>Explain to the children that they must wash their hands after playing in the bug hotel. Do not put your hands in your mouth.</p> <p>Do not put the leaves and sticks in your mouth.</p> <p>Do not pick up the leaves and sticks and disturb the creature's home.</p> | Staff and children Daily | Unlikely | Minor | Low |
| Snails | The children get to explore the features of a snail and observe them exploring the bug hotel | E. coli | <i>A snail! Look at its shell and long foot</i> | unlikely | minor | LOW | <p>Give the children warning and tell them to keep their hands away from their mouth.</p> <p>Wash hands once finished with the activity.</p> | Staff and children Daily | Unlikely | Minor | Low |
| Beetles | The children get to experience different beetles and their features | Beetle jaws – sharp centipedes jaws | <i>I love this beetle. Look at all of the colours</i> | unlikely | minor | LOW | <p>Provide brushes to put creatures into bug boxes for viewing.</p> <p>Give warning about sharp jaws and clear instructions on handling and viewing.</p> | Staff and children Daily | Unlikely | Minor | Low |

Benefit Risk Assessment: Construction Area

Prepared by: *Leea Jolly 7.11.25*

| Activity/Hazard | Benefit | Risks | Children's voice | Risk Assessment (use Matrix) | | | Elimination/ Control methods | Who/When | Post-Control Risk Assessment (use Matrix) | | |
|---|---|--------------------------------|---|------------------------------|----------|----------|---|-----------------------------|---|-------|-----|
| | | | | L | C | R | | | L | C | RR |
| Sticks | Gross motor skills, enhance children's imaginative play | Twigs in eyes | <i>I am going to use this stick as a flagpole on my pirate ship</i> | Likely | Moderate | MODERATE | <p>Explain to the children that sticks need to be kept down low. The children will be provided with large open space to handle large sticks.</p> <p>The children will be reminded and encouraged to be aware of other children around them.</p> | Staff and children Daily | Unlikely | Minor | Low |
| Crates and cable reels | Gross motor skills, loose parts to enhance children's imaginative play | Crates and cable reels falling | <i>I am going to use the cable reels as wheels and the crates as seats.</i> | Likely | Moderate | MODERATE | <p>Explain to the children that heavier items go at the bottom to act as an anchor.</p> <p>Stack no more than 2 crates or cable reels on top of each other.</p> | Staff and children Daily | Unlikely | Minor | Low |
| Gravel, pebbles, woodchip, nuts and bolts other pieces of natural material | Fine and gross motor skills are developed The connection to nature The opportunity to use imagination using loose parts | Choking | <i>These bolts are going to fix the aeroplane</i> | unlikely | moderate | MODERATE | <p>Any children who are likely to explore putting things into their mouths are identified and given greater supervision in this area.</p> <p>Children encouraged to follow a no consumption rule in this area Model to the children how to use the nuts and bolts safely.</p> | Staff Daily | Unlikely | Minor | Low |

Benefit Risk Assessment: Stage Area

Prepared by: *Leea Jolly 7.11.25*

| Activity/Hazard | Benefit | Risks | Children's voice | Risk Assessment (use Matrix) | | | Elimination/ Control methods | Who/When | Post-Control Risk Assessment (use Matrix) | | |
|----------------------------|--|---|--|------------------------------|-------|-----------------|--|-----------------------------|---|-------|-----|
| | | | | L | C | R | | | L | C | RR |
| Stage area | The children develop social skills, creative skills and communication and language | The children fall of the stage or trip on the low-level stage | <i>I love performing on the stage</i> <i>I'm going to sing</i> | Possible | Minor | MODERATE | Make the children aware of the raised stage and to walk at all times. Show the children where the stage stops and talk to them about what will happen if they are not paying attention. | Staff and children Daily | Unlikely | Minor | Low |
| Musical instruments | The children develop the creative skills and communication and language | The children trap fingers in different parts of the instruments | <i>Listen to the instrument</i> <i>I like the sound of this one</i> | Possible | Minor | LOW | Show the children how to use each instrument correctly and safely. Encourage the children to show each other how to use the instruments correctly. | Staff and children Daily | Unlikely | Minor | Low |

Benefit Risk Assessment: Additional Area



| Activity/Hazard | Benefit | Risks | Children's voice | Risk Assessment (use Matrix) | | | Elimination/ Control methods | Who/When | Post-Control Risk Assessment (use Matrix) | | |
|-----------------|---------|-------|------------------|------------------------------|---|---|------------------------------|----------|---|---|----|
| | | | | L | C | R | | | L | C | RR |
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