

Experience or activity: Exploration of indoor/outdoor sandpit							
Value /benefits of experience or activity to children		Sand play supports the whole child in developing skills necessary for learning and life: (See Developmental Advantages of Sand/Water Table Play)					
Risks of experience or activity: who might get hurt and how	Initial risk assessment before measures			Risk control measures	Reduced risk level		
	How Severe	How Likely	Risk level		How Severe	How Likely	Risk level
Sand in eyes or mouth	Low	Low	Low	<ul style="list-style-type: none"> • Commercially purchased play sand only to be used. • Sand will be promptly rinsed out of eyes or mouths. • Children will be instructed before starting of the dangers involved and the proper behaviour expected particularly in relation to throwing sand at other children. • Supervision levels will be assessed and amended accordingly. • Sand trays will be checked and cleaned regularly. <ul style="list-style-type: none"> • The floor will be swept after activity time, (morning and afternoon) and also during the session if needed. • Dustpans and brushes are easily accessible to the children and they are encouraged to sweep up themselves. • Sand is put in a bucket, not returned to the tray after sweeping. 	Low	Low	Low
Sand on the floor - possible slip hazard							
Name of person carrying out risk benefit assessment: Nursery Team				Date: Sep 14	Review date: Sept 15		

Experience or activity: Exploration of water tray

Value /benefits of experience or activity to children	Water play supports the whole child in developing skills necessary for learning and life: (See Developmental Advantages of Sand/Water Table Play)
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Risks of experience or activity: who might get hurt and how	Initial risk assessment before measures			Risk control measures	Reduced risk level		
	How Severe	How Likely	Risk level		How Severe	How Likely	Risk level
Slip hazard with water on floor Risk of child falling in Risk of skin irritation from additives to water such as bubbles, soap flakes, glitter and colouring Children drinking the water	Low	Low	Low	<ul style="list-style-type: none"> • Non-slip floor surface, but puddles and large spills will be mopped up • Children will be warned of the dangers of slipping and falling on water spills • Children will not be allowed to climb on the sides of the tray • Supervision levels would be assessed and amended accordingly • Space on enrolment information for parents to inform us of allergic conditions. • Children will wear protective aprons during the activity. • Staff to inform relevant parents and seek their advice when adding new possible irritants. • Any activity involving water will be directly supervised until children understand clearly the safety rules • Children will be instructed before starting the activity of the dangers involved and proper behaviour expected particularly in relation to drinking or putting their face into the water 	Low	Low	Low

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Experience or activity: Physical Activities in the School Hall/Class Base

Value /benefits of experience or activity to children	Children develop in a holistic manner. Physical development should be seen as being important in young children's development as intellectual development. Research has shown that physical activity in young children can enhance concentration, motivation, learning and well-being. Preschools can provide many opportunities for physical play to promote fine and gross motor skills and hand/eye coordination. Children enjoy physical play, indoors and outdoors. They revel in freedom of movement and in play that is inventive, adventurous and stimulating. Children also learn social skills as they cooperate with one another and show consideration for one another.
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Risks of experience or activity: who might get hurt and how	Initial risk assessment before measures			Risk control measures	Reduced risk level		
	How Severe	How Likely	Risk level		How Severe	How Likely	Risk level
Risk of tripping on the way to the hall Risk of bumping into other children in the hall Risk of falling from/tripping over equipment in the hall Risk of being bumped by equipment being moved or put in the store cupboards Children using play equipment inappropriately.	Low	Low	Low	<ul style="list-style-type: none"> • Children will walk down the corridor in an orderly fashion behind a designated leader. • On arrival, children will sit either on the circle in the centre of the hall, or on the benches depending on the activity, to wait for instructions. • Children will be reminded at the beginning of each session about moving carefully and watching out for others. • The group will be regularly stopped to avoid a build-up of speed. • Children will be supported 1:1 by an adult where necessary. • All equipment used for climbing (frames, stools etc.) will have mats placed around it. • Equipment will be spread out so that children can move safely. • Climbing areas will be continuously supervised by an adult. • Any activity will be supervised and safe pupil/adult ratios maintained and supervision ratios will be maintained if an adult supervisor has to leave the hall to attend an emergency. • When using play equipment the equipment will be visually checked before use and children will be instructed how to play safely. • For vigorous activities when necessary children will be divided into smaller groups to avoid bumps and collisions. 	Low	Low	Low

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Experience or activity: Exploration of playdough

Value /benefits of experience or activity to children	<p>Fine motor development: The malleable properties of play dough make it fun for investigation and exploration as well as building up strength in all hand muscles and tendons, making them ready for pencil and scissor control later on.</p> <p>Full Sensory Experience: By providing objects from nature with a wide range of textures, colours and shapes, children can have multi-sensory experiences and engage with the world around them in a whole new way.</p> <p>Imagination and Creativity: introducing open ended play items to add to play dough becomes the perfect medium for numerous types of imaginative play and can represent so many things in a child's eyes.</p> <p>Calming and soothing: The effects of squeezing and pummelling are great for stress relief and can feel therapeutic. Little children can struggle to express their emotions and using dough while talking and singing can help that process.</p> <p>Maths and Literacy development: In more focused play, play dough can be used as a way to practise letter and number work. Children can form letters of the alphabet, spell out their own name, make numbers, form 2D and 3D shapes, compare lengths/ thicknesses/ weights, count out rolled balls to match numeral cards, match and sort by colour etc.</p> <p>Science and Discovery: The actual act of making the play dough together with your child can lead to lots of questioning and prediction skills. The child gets to explore and observe the changing state of materials.</p>
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Risks of experience or activity: who might get hurt and how	Initial risk assessment before measures			Risk control measures	Reduced risk level		
	How Severe	How Likely	Risk level		How Severe	How Likely	Risk level
Choke and hygiene risk if dough or other materials are put in mouths Possible risk of allergic reaction to materials Unclean playdough Broken/sharp cutters	Low	Low	Low	<ul style="list-style-type: none"> • Any activity involving playdough will be directly supervised until children understand clearly the safety rules • Supervision levels would be assessed and amended accordingly • Children will be instructed before starting the activity of the dangers involved particularly in relation to eating or throwing playdough • Playdough is renewed regularly • Space on enrolment information for parents to inform us of allergic conditions. Staff to inform relevant parents and seek their advice when adding new possible irritants. • Cutters are washed and disinfected regularly. Broken cutters are withdrawn from use • The tables being used are washed and disinfected after the activity • A specific area is designated for playdough activities 	Low	Low	Low

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Experience or activity: Climbing Frames in the nursery room								
Value /benefits of experience or activity to children		The children will be developing their gross motor skills. They will also be able to assess and manage risk for themselves.						
Risks of experience or activity: who might get hurt and how		Initial risk assessment before measures			Risk control measures	Reduced risk level		
		How Severe	How Likely	Risk level		How Severe	How Likely	Risk level
Children falling from play equipment Children using play equipment inappropriately Children injuring others when playing		High	Medium	High	<ul style="list-style-type: none"> • Play equipment will be visually checked for defects before being used. • Play equipment that is considered unsafe will be removed from use immediately • Children will be instructed beforehand how to play safely. • Children will be supervised and safe pupil/ adult ratios maintained at all times when the equipment is in use. • Where children with additional needs are present supervision levels would be assessed and amended accordingly • Children will be warned of the dangers of slipping, pushing and falling • The number of children using the equipment at any one time will be limited to ensure the safety of those playing. • Mats will surround the area around the climbing frame. 	High	Low	Medium
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Experience or activity: Indoor play activities								
Value /benefits of experience or activity to children		We are providing rich stimulating and varied play experiences for all children. We have created a space where children are able to use their imaginations, express themselves enabling their overall development to flourish and grow. We provide an opportunity to encourage concentration, abstract thinking and the chance to play in a stimulating, sociable and happy environment.						
Risks of experience or activity: who might get hurt and how		Initial risk assessment before measures			Risk control measures	Reduced risk level		
		How Severe	How Likely	Risk level		How Severe	How Likely	Risk level
<p>Hazard: - Entrapment of certain body parts, slips, trips and falls due to collision with other people, obstructions, mounting/dismounting from equipment.</p> <p><u>Writing table</u> Choke hazards from pen lids, glue sticks</p> <p>Sharp objects such as pencil points and scissors</p> <p><u>Small world/games/ construction</u> Choke hazards with small materials</p> <p>Trip hazard with materials are on floor</p> <p>Danger from cuts etc. from broken toys</p> <p><u>Big Bricks or large construction materials</u> Risk of bumping other children with bricks or risk of building unsafe structures that may fall over</p> <p>Danger of tripping over materials</p>		Low	Medium	Low	<ul style="list-style-type: none"> • All pen lids are air vented. • Pencils are not over sharpened • Scissors are blunt ended - Go over safe practice - how to hold scissors when cutting, how to hand over scissors. • Children are reminded not to put objects into their mouths, ears and noses • Children are trained and reminded about the find-use-return system • If items fall on the floor, the children are helped to pick them up. • Areas are clearly marked so that the spaces do not become congested with toys. • All toys are checked frequently for broken or faulty parts and are cleaned regularly • Children will be advised of the safe play rules before the materials are used initially, and then reminded regularly during play. • Continuous supervision will be in place at the beginning of the activity until children are fully familiar with the material and rules. • Equipment should be free from splinters, free from toxic surface treatment and of smooth construction to minimise risk of collision with hard sharp corners. • Visual inspection should take place each time equipment is used and worn or damaged items removed immediately. • Play surfaces should be level, non-slip and if necessary covered with mats to reduce injury. • Equipment, floors, other surfaces should be monitored for damage and spillages • All toys and play items will be vetted for suitability. • All toy and play items will be regularly inspected for defects and contamination and appropriately stored. • Items that may be placed in the mouth such as play tea services, will be subject to a full hygiene check. 	Low	Low	Low
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Experience or activity: Baking/Snack Preparation							
Value /benefits of experience or activity to children		Baking and snack preparation gives the children additional responsibility in the nursery which can build their self-confidence. It encourages creativity as well as developing literacy and numeracy skills. Children learn through science as they observe changes in the food they are mixing/cooking. Children develop their understanding of how we use technology. Baking and preparation experiences develop fine motor skills through using cooking tools. Children are also learning about where foods come from and foods from other cultures.					
Risks of experience or activity: who might get hurt and how	Initial risk assessment before measures			Risk control measures	Reduced risk level		
	How Severe	How Likely	Risk level		How Severe	How Likely	Risk level
Risk of contamination from bacteria	Low	Low	Low	<ul style="list-style-type: none"> • Children wash hands in warm soapy water before handling food and as required if fingers go in noses, mouths or trousers. • Tables cleaned with a fresh cloth and Detox before and after use. • Individual plates, bowls, knives and spoons will be used for each child. • Rejected food will be kept on each child's own plate to be disposed of at the end of snack. • Children will be regularly reminded of good hygiene rules and the reasons for these. • Adults will use hot equipment i.e. kettles, toasters, oven while the children can observe from a safe space. 	Low	Low	Low
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Experience or activity: Free play outdoors							
Value /benefits of experience or activity to children		See attached document					
Risks of experience or activity: who might get hurt and how	Initial risk assessment before measures			Risk control measures	Reduced risk level		
	How Severe	How Likely	Risk level		How Severe	How Likely	Risk level
<p>Fall risk from railings, ledges, bench, edge of sandpit, etc.</p> <p>Wooden equipment can be slippery in icy or damp weather</p> <p>Broken toys and rubbish</p> <p>Risks from inappropriate use of toys</p> <p>Safety around the cupboards/loose material store</p> <p>Pupils colliding with buildings or other children</p> <p>slips, trips, falls</p>	Low	Medium	Low	<ul style="list-style-type: none"> Children will be shown the step and shown how to step over it carefully. Children will be reminded regularly to step over the stair gate. Children will be shown how to climb safely and how to get down safely and will be reminded regularly when outside. If a child is becoming unsafe on these areas they will be removed by staff. Staff to assess equipment and exclude those areas that are unsafe Staff will check the play area before the children go out and rubbish will be removed. Broken toys will be removed promptly and any wear and tear will be reported for maintenance. The children will be supervised at all times while outside. They will be reminded of safe use of toys, i.e. no throwing at other children, no pushing of logs when someone is on them, being careful when peddling These areas are designed to be accessed by the children. The doors will be hooked back when open and the children are not to unhook them. The children will be reminded to ask an adult to take out any equipment they can't reach safely. The playground can be segregated to allow for different forms of play e.g. ball games, quiet areas. Spaces nominated as free for running and energetic activities should be free from obstructions. All areas should be clearly visible for supervision purposes. Arrangements will be in place for the supervision of play on climbing equipment. All supervisory staff have a clear understanding of their duties. All landing areas surrounding play equipment must meet current approved standards of energy absorbency. 	Low	Low	Low
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