

Willaston Pre-school Risk Assessment

Activity/Hazard	Benefit	Risks	Children's voice	Risk Assessment	Elimination/ Control methods	Who/When
Malleable activities	Physical development as well as motor skills practice	Possible allergic reactions to materials. Consumption of materials. Putting it in orifices such as ears.	Dough- It's good to roll into balls and sausages. I like having a rolling pin and cutting shapes. We don't eat the dough or put it in our ears. We don't put it on the floor because it gets stuck on my shoes.	Moderate	Check all information on allergies and avoid allergens. Make sure all other materials are sensitive and are diluted according to the instructions. Children are monitored and reminded not to put it in their bodies	Staff and Children
Scissors, hole punches	Promotes the children's motor skills and creative play	Children cut themselves or others	I can get scissors when I want them from the trolley. I don't run with the scissors in case I fall	Moderate	Talk to the children about the use of scissors, e.g. for paper and card. The scissors must be used to cut. 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. Model how to use the hole punches	Staff and Children
Open shelves	Encourage independence and self-selection of resources	Children climb the shelves or hang of it causing shelves to fall	I can chose my own toys	Moderate	Talk to the children about the open shelves and how to use them safely. Encourage the children to find an adult if a child is using the shelves incorrectly.	Staff and Children
Contact with soil	Exposure to beneficial bacteria to build a healthy immune system.	Ingesting soil	We dig in the soil. I like using soil in the mud kitchen	Low	Provide hand washing facilities during and after play Establish good handwashing routines. Children	Staff and Children

	Sensorial open ended materials. Normal childhood experience				encouraged to follow a no consumption routine in this area	
Washing up hands and utensils, equipment	Children learn good hygiene practices Involving the children in the cleaning and tidying creates a sense of ownership Can help with fine and gross motor skills	Wet areas Slips and trips	I wash my hands when we come in from the garden, if they are dirty, when I am going to have snack or lunch my hands need to be clean because of germs.	Moderate	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 and Children
Sand	Sociable play, motor skills, creative play, language development	Sand flipping up into eyes	I take off my shoes and socks so I can get in the sand tray.	Low	Talk to the children about playing together in the sand and use the rhyme – ‘the sand stays down low or out you go’ Monitor the number of children playing in the sand pit and regulate if necessary.	
Water	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. Covers aspects of maths, and science.	Stagnant water, consumption/ absorption of contaminants	We can play with water in the water tray and get our own from the water Butts for the mud kitchen. We don’t drink the water.	Moderate	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	Staff and Children
Wet/dirty clothes	Children become responsible for their own	Children get cold	I get muddy in the mud kitchen- Mummy	Low	School has a supply of mud suits and wellies. Parents are asked to supply coats that they do not mind getting	Staff and Children

	belongings Children practice changing clothes and shoes		puts my clothes in the washing machine		muddy. Children are requested to wear clothes that are suitable for the weather conditions and that they don't mind getting dirty.	
Using plants and other foraged natural materials	Connection to nature. Creative stimulus. Sensorial Open-ended materials. Children notice changes in their environment.	Ingesting or absorption of poisonous plants Allergies. Choking	I found a minibeast in the leaves.	Moderate	Raise the risk of eating plants. Plants within the play area are chosen carefully. Adults to remove hazardous plants Children encouraged to follow a no consumption rule in this area. Children encouraged to wash their hands after play	Staff and Children
Park Visits	Children develop their gross motor skills. Children learn to take risks and be careful. Children learn to balance and climb. Children learn to climb steps confidently.	Slips, trips, falls. Leaving the park.	Sometimes we run on the grass but I don't run when there is a dog. I stay with the Pre-school ladies and wear an explorer jacket.	High	Safety surface. Children have a safety talk prior to using the park. Weather conditions to be considered when accessing the equipment. Area to be monitored to ensure surroundings are safe before leaving Pre-school. All equipment is checked each visit to look for damage. Staff will count children in and out of Preschool. Staff will ensure playground gates are closed. Staff to child ratio Butterflies 1-3 Bees 1-6 Children will be within sight of a member of staff at all times	Staff and Children
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 love it when we play on bikes and scooters	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	Staff and Children

					wheels. Ensure all wheeled toys are checked over regularly for damage and replaced when necessary.	
Explorer days	Children develop their gross motor skills. Children learn to take risks and be careful. Children become better citizens and have a better understanding of their environment. Children know their village better and feel part of the community.	Injury from traffic. Getting lost.	I see lots of things and bring some back in my bag. I like the explorer jackets we wear.	High	Children will be closely supervised by staff (1-3 butterflies 1-6 bees) Children who are unable to walk safely, adhering to the rules will be pushed in a buggy.	Staff and Children
Car Park	Parents can drop the children off near to Pre-school and away from the road.	Injury from cars parking or leaving Pre-school.	I don't jump in puddles on the carpark. I stay with Mummy	Moderate	The gate will be kept closed until the parent is ready to receive their child/children. The staff will collect the child and what they need to take and hand them over to the parent. The parent is responsible for their child/children as soon as they have been handed over. If a driver is driving or parking dangerously the manager or a deputy will speak to them about the safety concerns regarding their driving. It is the parent's responsibility to provide safe access to their vehicle and	Staff Parents and children

					appropriate safety when travelling to and from Pre-school.	
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Likely hood	Consequence					
		Insignificant	Minor	Moderate	Major	Catastrophic
	Almost certain	Moderate	High	High	Extreme	Extreme
	Likely	Moderate	Moderate	High	Extreme	Extreme
	Possible	Low	Moderate	High	High	Extreme
	unlikely	Low	Low	Moderate	High	High
	rare	Low	Low	Low	Moderate	High