



Reception Classroom Risk Assessment

Setting: Reception – Indoor & Outdoor Provision

Reviewed by: ____ L. Seamans _____

Date: _____ January 2026 _____

Review date: _____ September 2026 _____

EYFS Risk Assessment Statement

In line with the EYFS statutory framework, risk assessments are used to ensure children are kept safe while also enabling them to take appropriate risks that support learning and development. Risks are managed, not removed. Staff supervise children appropriately, model safe behaviours, and support children to develop independence, confidence, resilience and an understanding of how to stay safe.

Indoor Provision

Activity / Hazard	Benefit	Risk	Risk Level	Elimination / Control Methods	Who	When
Construction blocks (small parts)	Fine motor skills, problem solving, cooperation	Choking, throwing, tripping	Low	Age-appropriate resources; clear expectations; supervision; tidy-up routines	Class staff	Daily
Mark-making tools (pencils, scissors)	Early writing, independence	Cuts, misuse	Low	Child-safe scissors; modelling correct use; supervision	Class staff	Continuous
Malleable materials (playdough, clay)	Fine motor strength, sensory regulation, creativity	Ingestion, allergy risk	Low–Medium	Non-toxic materials; handwashing routines; allergy checks; supervision	Class staff	During use

Creative materials (paint, collage, junk modelling)	Creativity, self-expression, language development	Ingestion, slipping, misuse of tools	Low–Medium	Non-toxic materials; aprons; floor protection; modelling safe use; supervision	Class staff	During use
Water tray	Sensory exploration, early science skills	Slipping, water ingestion	Medium	Non-slip mat; limited numbers; clear rules; close supervision	Class staff	During use
Sand tray	Fine motor skills, imaginative play	Sand in eyes, throwing	Low	Clear expectations; tools only; supervision	Class staff	During use
Small world play	Language development, imagination, social skills	Small parts in mouth	Low	Age-appropriate resources; monitoring; SEN support where required	Class staff	Continuous
Role play area	Social development, communication skills	Tripping, conflict	Low	Clear layout; limited numbers; adult support	Class staff	Continuous
Fish tank	Understanding the world, responsibility, observation skills	Electrical hazard, glass breakage, water spills	Low–Medium	Secure stand; covered tank; adult-only feeding/cleaning; regular checks	Class staff	Daily
Snail tank	Life cycles, care of living things	Hygiene risks, escape	Low	Secure lid; supervised handling; handwashing	Class staff	During access

Tables and chairs	Independence, routines	Falls, trapped fingers	Low	Correct size furniture; modelling safe movement	Class staff	Daily
Electrical equipment (IWB)	Engagement, curriculum delivery	Electrical hazard	Low	PAT tested; adult operation only	School	Ongoing
Quiet / regulation area/ Reading den	Emotional regulation, wellbeing	Tripping, misuse	Low	Clear expectations; tidy storage; adult monitoring	Class staff	Daily

Outdoor Provision

Activity / Hazard	Benefit	Risk	Risk Level	Elimination / Control Methods	Who	When
Climbing equipment (frames, crates, planks, climbing frame)	Gross motor skills, confidence, risk awareness	Falling	Medium	Age-appropriate equipment; safe surfacing; modelling safe use; supervision	Class staff	During use
Bikes and scooters	Balance, coordination, physical development	Collisions, falls	Medium	Clear track; limited numbers; rules reinforced; helmets if required	Class staff	During use
Wheeled toys	Physical development, cooperation	Collisions	Medium	Clear boundaries; adult supervision	Class staff	During use

Mud kitchen	Sensory play, language development, cooperation	Ingestion, slipping	Medium	Handwashing routines; supervision; suitable footwear	Class staff	Daily
Water play outdoors	Exploration, problem solving	Slipping, misuse	Medium	Good drainage; clear rules; supervision	Class staff	During use
Large loose parts (planks, crates)	Creativity, teamwork, problem solving	Trapped fingers, falls	Medium	Risk–benefit discussions; modelling safe use; supervision	Class staff	During use
Natural materials (sticks, stones)	Understanding the world, curiosity	Throwing, injury	Low–Medium	Clear expectations; adult monitoring	Class staff	Daily
Gates and fencing, crossing to play area	Safety, boundary awareness, road safety	Escaping, trapped fingers, cars	Low	Secure gates; checks before sessions, clear expectations, walkie talkie communication with office.	Class staff	Daily
Weather exposure (sun, cold)	Outdoor learning, resilience	Sunburn, cold	Medium	Coats/hats; sunscreen policy; time limits	Class staff	Seasonal
Uneven surfaces	Balance, spatial awareness	Trips, falls	Low–Medium	Daily checks; appropriate footwear	Site staff	Daily