



EYFS: Reception 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 and then through discussion we can decide if the risks can be managed appropriately and that the benefits are valid, reasonable and productive in moving children's learning forward.

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

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Turton Edgworth CE/Methodist Primary School



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'Do all you can' (John Wesley)

Daily Safety Check

Item	Details	
Outdoor Environment		
1	EYFS gates closed	
2	Check for any animal excrement and dispose of safely	
3	Check under the canopy, sweep if necessary	
4	Pick up litter or any slip hazards	
5	Check outdoor furniture is safe	
6	Remove any outdoor broken toys or equipment	
7	Ensure all resources are stored safely and at child height	
8	Check for any mould or fungus - corner off if appropriate	
9	No staples to be used outdoors	
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	Place chairs out around tables and check for damage	
4	Check classroom floor	

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Indoor Activities Risk Assessment

Activity/Hazard	Benefit	Risk	Risk Level	Elimination/ control methods	Who/when
Malleable activities	Physical development as well as motor skills practice.	Possible allergic reactions to materials. Consumption of materials.	Low	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 children
Toy boxes/ baskets Slips and trips	Add stimulus to play increasing vocabulary, interaction and communication.	Falling toys, heavy boxes being moved unsafely, trapped fingers or drops on toes Children trip or slip on toys left on the floor	Moderate	Ensure boxes and baskets are not overloaded. Provide low storage for boxes. Adults to oversee manual handling and model safe techniques. Tidy up expectations. Pick up things off the floor.	Staff and children
Scissors	Promotes the children's motor skills and creative play	Children cut themselves or others	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.	

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Mud Kitchen Risk Assessment

Contact with soil	Exposure to beneficial bacteria to build a healthy immune system. Sensorial open ended materials. Normal childhood experience.	Ingesting s	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 and children
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	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
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	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



Wheeled toys Risk Assessment

Riding on and being a passenger on the trikes	Physical development, spatial awareness, communication and social skills. Part of creative play.	Knocking other children, clothing trapped in moving parts, trikes tipping.	M o d e r a t e	Involve children in safety talks about using the trikes in the outdoor space. Make sure children do not wear scarves to avoid tangling in wheels. Limit the number of wheeled toys at any one time and keep them to hard surface area to avoid muddy/slippery wheels. Ensure all wheeled toys are checked over regularly for damage and replaced when necessary	Staff and children
Scooting around the outside area	Physical development, co-ordination. Social and creative play.	Knocking into other children, scooters tipping/sliding. Clothing trapped in moving parts	M o d e r a t e	Involve children in safety talks about using the scooters in the outside space. Make sure children do not wear scarves to avoid tangling in wheels. Limit the number of wheeled toys at any one time and keep them to hard surface area to avoid muddy/slippery wheels. Ensure all wheeled toys are checked over regularly for damage and replaced when necessary.	Staff and children

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Sand and Water Risk Assessment

Sand and water play	Sociable play, motor skills, creative play, language development.	Sand or water flipping up into eyes.	L o w	Talk to the children about playing together in the sand/ water areas. Monitor the number of children playing in the sand pit and regulate if necessary.	Staff and children
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	L o w	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.	Staff
Water Play	Science exploration on water movement, maths capacity, motor skill development in filling and pouring	Children become wet and cold	L o w	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

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Construction/ Loose Parts Risk Assessment

Crates and cable reels	Gross motor skills, loose parts to enhance children's imaginative play	Crates and cable reels falling	M o d e r a t e	Explain to the children that heavier items go at the bottom to act as an anchor. Stack no more than 2 crates or cable reels on top of each other.	Staff and children
Gravel, pebbles, woodchip, nuts and bolts other pieces of natural material	Fine and gross motor skills are developed Connection to nature Opportunity to use imagination u	Choking	L o w	Any children who are likely to explore putting things into their mouths are identified and given greater supervision in this area Children encouraged to follow a no consumption rule in this area.	Staff
Lifting bricks	Gross motor skills, loose parts to enhance children's imaginative play	Dropping bricks on themselves or others. Hurting their hands.	L o w	Ensure the children understand how to keep themselves safe with the wooden bricks, do not stack them above their height.	Staff and children

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