



Early Years Foudation Stage

Risk Assessments 2026/2027

Woodlands Primary School

Early Years Foundation Stage

General Risk Analysis

- be aware of the temperature of tap water
- mop up spilt liquids promptly and cover with newspaper until dry
- clear up spilt sand / water promptly
- keep floor space clutter free
- Wear aprons when preparing and serving food.
- Children to be supervised by a paediatric first aider when eating (see food and nutrition policy for further information).
- Be aware of small items and ensure children do not place them near their mouths.
- make sure that computer cables do not trail on the floor
- make sure that the computer is not left on unattended
- check all play equipment regularly
- replace worn handgrips and pedals where possible
- warn children about the dangers of trapping fingers in doors
- supervise children outside at all times (ratio 1:10)
- be aware of children outside slipping
- no children in the kitchen or office area unsupervised
- children to be supervised whilst sleeping
- make children aware of building block rules (no higher than a child's chin, carrying 1 block at a time, ensuring blocks that fall are promptly tidied up/ rebuilt)
- ensure water bottle containers are not leaking on the floor

Outdoor and Forest School Environment Checklist

Is the outdoor and Forest School environment safe and secure?	✓
Is the learning environment an emotionally safe place for children to be?	✓
Is the outdoor environment accessed in all weathers?	✓
Does the learning environment enable children to continue to develop as independent learners?	✓
Are learning opportunities maximised by using the space and time available to you creatively?	✓
Can the children use the outdoor and Forest School environment for all aspects of their learning?	✓
Is the outdoor and Forest School environment easily accessible to the children?	✓
Is the outdoor and Forest School environment always supervised?	✓
Is the learning environment too hot/ too cold/ too stuffy/ too dark?	✓
Do children have easy access to drinks of water?	✓
Is there adequate space for the children to learn and play?	✓
Do you offer a range of outdoor activities for each of the seven areas of learning?	✓

(Questions taken from Simon Camby's 'Leading and Managing the Foundation Stage')

Points to Consider

Visibility	
How much of the outside area can be seen?	Nearly all parts can be seen. Most (85%) can be seen from inside the building. The adults outside make sure that the children are always in sight.

Are there any blind spots?	Behind the pagoda outside SR base.
Is condensation an issue?	No
How much of the Forest School area can be seen?	The Forest School area is a large area with wooded areas, constructions and willow structures. All adults working within Forest School ensure that the children that they are working with are always in sight.
Are there any blind spots?	There are many blind spots but adults working in Forest School ensure that the children they are working with stay in sight at all times.
Access Points/security	
How do the children access the outside environment?	Through the nursery or reception class doors, with an adult. Under no circumstances do foundation stage children go outdoors unattended.
How are the access points made secure?	Each interior door has catches which are only ever opened by an adult. The locks are too high for foundation children to reach and access independently. Foundation access doors are opened by an adult or child when it is time to go into main school. The gates in the playground are locked after parents leave and children are never left in the playground unsupervised.
How do the children access the Forest School environment?	Through the main EYFS gate, across the path and through the wooden gate to Forest School. The EYFS gate is locked at all times. The adult supervising the children, unlocks and locks the gate as they exit the EYFS playground. Once at Forest School Base, children are reminded of the boundaries. Boundary is clearly marked by a fence. Adult to count all children when exiting EYFS area and when exiting Forest School.
How are the access points to Forest School made secure?	EYFS gate is locked. Fences are checked prior to bringing children to Forest School. All gates are closed when children are working in Forest School.
How often are fencing/gates checked by staff?	At the beginning of each session by foundation stage staff and regular safety checks by the site manager.
Are the access points used by staff, children, parents or visitors to	Yes. One gate leads to the school playground, the other to the path which circles the school building and is used by parents to collect and drop off their reception children. Parents bringing children to PM nursery sessions access the nursery class, accompanied by a member of staff through the main gate, via a secured gate which has a buzzer to alert Nursery staff that a child has arrived. Once this gate is closed it is locked automatically. There is a

access other areas of the site?	locked gate that leads onto the EYFS outdoor area that Nursery PM children pass through. This gate is monitored by lunch time supervisors when nursery parents and chn are arriving and leaving.
Equipment	
Which equipment/resources in the outdoor area will always require adult supervision?	All outdoor activities have general adult supervision to ensure that everyone is safe and that children are playing/working appropriately.
Which equipment/resources in the outdoor area will require regular safety checks?	All items are checked daily but the vehicles and the sand and water trays have regular safety checks.
Which equipment/resources in the Forest School area will always require adult supervision?	All outdoor activities have general adult supervision to ensure that everyone is safe and that children are playing/working appropriately.
Which equipment/resources in the Forest School area will require regular safety checks?	All items are checked daily.
How often and by whom will these checks be made?	Before each session by staff
Pupils	

Are there any children who will need particular support and supervision in the outside and Forest School environment?	All identified children have behavioural Risk assessments in place and shared with parents.
How many children can have access to the outdoor area?	All children have access, but no more than 10 with 1 adult at any one time. There are always at least 3 adults supervising the outdoor area (throughout outside building space and snake garden)
How will this be controlled, so you know who is in the outside area at any given time?	The area is always appropriately staffed when outdoors is an option for children, for either Adult-directed sessions or Project Learning sessions.
How many children can have access to the Forest School area?	All children have access, but no more than 10 with 1 adult at any one time. There are always at least 2 adults supervising the Forest School area.
How will this be controlled, so you know who is in Forest School at any given time?	The area is always appropriately staffed when outdoors is an option for children, for either Adult-directed sessions or Project Learning sessions.
Other	
How will weather conditions affect surfaces, equipment, activities and access in the outdoor area?	The sand pit, wooden bench and smaller wooden seating and chairs stay out permanently along with some of the plastic building materials such as stacking crates and the tyres containing compost for digging. All other items are stored in the shed or under the shelter. Surfaces are obviously affected but access is only allowed if the surfaces are safe. The caretaker or EYFS staff clear any potential hazards such as wet leaves, ice, animal excrement etc and will determine if the area is safe for use after instances of extreme weather.
How will weather conditions affect surfaces, equipment, activities and access in the Forest School area?	Surfaces are obviously affected but access is only allowed if the surfaces are safe. The caretaker or EYFS staff clear any potential hazards such as wet leaves, ice, animal excrement etc. High winds pose the threat of falling branches. Forest School will not be made available to the children in very windy conditions.

Are there any other risk factors for the children whilst working in Forest School?	Fallen/snapped tree branches; cuts grazes - Safety sweep before each session, show children how to carry branches/sticks safely. Tree climbing - No tree climbing unless set as a supervised activity for that day, and adult to initially assess safety of tree. Nettles and brambles; stings and cuts - Long trousers to be worn always, cut back hazards growing over pathways. Poisonous plant life - Remove any known poisonous plants, remind children of rules; no picking no fingers in mouths. Take out hand washing items, water, hand gel, wipes etc. Fire - Supervised fire building only by adult. Boundary marked at a safe distance so children will not go near the fire. Water bottle on site at all times to douse. Pond - Pond gate to be locked at all times. Children only enter the pond area when supervised by an adult.
First aid - are adults working in early years aware of the designated first aider in school?	2 TAs are qualified paediatric First Aiders – Lisa Hevingham and Emma Ingham. All members of staff are aware of who the first aiders are. First Aiders are listed by the kitchen. Current first aiders based in EYFS are Emma Ingham, Lisa Hevingham and Sumaiyah Aziz. The lunch time supervisors, Allie Cresswell, Shelly Lewis and Jo Warbuton are available to support reception children during lunchtime breaks if there is a need. Jess Salvin (Ancillary) is also First Aid trained.
Is the environment closed to public access points or public footpaths?	Yes – a main road and the footpath that leads to the local health/community centre.
How safe are pupils using ICT and accessing the internet?	The purpose of ICT and Internet use in school is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's management information and business administration systems. In common with other media such as magazines, books and video, some material available via the Internet is unsuitable for pupils. The school takes all reasonable precautions to ensure that users access only appropriate material. The school Internet access is designed expressly for pupil use and includes filtering appropriate to the age of pupils. Pupils are taught what is acceptable and what is not acceptable and given clear objectives for Internet use. All Internet access at Woodlands is via Telford and Wrekin Learning Net filtered provision, which blocks access to sites it considers inappropriate. The school works in partnership with parents, the LA, DfES and the Internet Service Provider to ensure systems to protect pupils are reviewed and improved. If staff or pupils discover unsuitable sites, the URL (address) and content is to be reported to the Internet Service Provider via the Business Manager.

General Outdoor and Forest School Area Risk Assessment

Who could be harmed	Children / Staff
Existing controls	▪ Outdoor equipment is checked daily to ensure everything is safe and in working order. ▪ Staff made aware of any common possible hazards e.g. by the caretaker or EYFS staff member checking ▪ All gates to be closed and locked at all times; each gate has child resistant fixings in place to prevent children opening them if unlocked. ▪ Equipment stored safely and is accessible to the children only when the store cupboards are opened and supervised by adults. ▪ Any damaged or worn equipment, surface or structure is reported immediately to EYFS manager (CW) and senior administrator (VB).
How serious is the risk of injury?	Low
What further action is needed to control the risk?	Continual vigilance by all staff
Who will be responsible for what action and when/how often will it be taken?	All staff – on going
How checked and by whom?	All staff, at the beginning of each session

Managing Weather Risks

High Winds/ Gusts	If there are local weather warnings with regards to wind, children must not visit forest school space. Children are required to use only heavy, wooden blocks. Fencing must be laid down in a separate area that children are not using to mitigate risk of falling onto a child. Blue foam blocks must be covered and not used in high winds. Children must stay in outside building space and do not enter snake garden to help avoid trees during wind weather warnings.
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Frost or Ice	During frosty conditions, children must wear wellington boots and waterproof clothing at all times. Children are briefed before going outdoors to ensure they understand that during these conditions, running is not permitted. Children are encouraged to learn differently in these conditions e.g. mark making with sticks in frost, exploring how ice changes. Physical movements are limited to walking.
Snow	Children may go outdoors in snowy conditions with the use of wellington boots and full waterproof clothing. Children may have 30-45 minutes in snowy conditions before assessing temperature/ taking a break in a warm space.
Sunshine/ hot temperatures	In sunshine during Spring/ Summer/ Autumn months, children are required to wear a sunhat. Sun cream is permitted if it is bought in from home and children are supported to apply suncream independently. Staff to not apply sun cream to children directly. Sun cream is labelled and kept in children's trays. During hot temperatures, children have access to their water bottles and are encouraged to drink water on a more regular basis (every 30 minutes). Monitor local weather warnings regarding temperatures. If a weather warning is in place for hot temperatures, windows are opened until midday, then closed with blinds down to keep hot air out. Children are monitored and outdoor time is limited in severe cases.
Severe rainfall	Children may go outdoors in heavy rain unless there is a specific weather warning in place. Children are required to use wellington boots and full waterproofs. Children are briefed so that they do not run in these conditions. Children use blocks for building but do not use blocks for balancing or any physical play. Snake Garden is not open during heavy rainfall.

Individual activity risk assessments

SEVERITY	LIKELIHOOD
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Rating		Rating	
5	Death/ Permanent disability	5	Will almost certainly happen.
4	Serious injury/ long term sickness	4	Highly likely to happen.
3	Temporary disability 3-day Absence	3	Possible.
2	Required medical attention.	2	Might/less likely.
1	Minor injury e.g. bruise, graze	1	Remote possibility

Severity x Likelihood = Risk Factor	
Factor	Risk Assessment
16-25	Unacceptable! Requires immediate attention.
10-15	A high priority for action.
6-9	Medium risk – do something as soon as possible.
3-5	Low priority - examine practicality of change.
1-2	Low risk – no further action required.

Vehicles (tricycles, scooters etc)

Possible risks	Existing Controls	Severity	likelihood	Severity x likelihood
- Broken parts - Flat tyres - Rusting or flaking metal - Children falling off a vehicle	- Vehicles to be checked daily to ensure they are in working order; no broken parts, good condition etc – staff to give them a ‘test drive’ before each session - Adult supervision - Ensure the children are clear about the expectations and routines for using the wheeled toys before the children can access them independently. - Four wheeled toys to be used in the clearly marked roadway.	1	3	3
		2	2	4

Sand tray

Possible risks	Existing Controls	Severity	likelihood	Severity x likelihood
- Children getting sand flicked in their eyes - Any litter/insects etc getting into the sand and going unnoticed - The tray being left out overnight out of the shelter	- Model good playing – adult to keep a close eye on this area to ensure children are playing appropriately - Make sure that the sand tray lid is put on at the end of the day to avoid anything getting in the sand - Ensure the tray is in place at the end of the day for overnight shelter - Staff to work together when lifting the lid on/off and when moving the tray to prevent staff injury	2	2	4
		1	1	1
		1	1	1

Water tray

Possible risks	Existing Controls	Severity	likelihood	Severity x likelihood
- Children getting water in their eyes - Any litter/insects etc getting into the water and going unnoticed - The tray being left out overnight	- Model good playing – adult to keep a close eye on this area to ensure children are playing appropriately Make sure that the water is changed at the beginning of each session. Empty the tray at the end of the day and store under the outdoor storage area. - Staff to work together when moving the tray to prevent staff injury	2 1 1	2 1 1	4 1 1

Digging and sand areas

Possible risks	Existing Controls	Severity	likelihood	Severity x likelihood
Children accidentally touching animal faeces that may have been overlooked.	Ensure children are clear about the expectations and routines for using the digging area. Ensure children wash their hands after playing. Ensure staff are vigorous when checking and supporting this area.	2	2	3
Soil /compost getting into children's eyes.	Model good playing. Avoid working with loose soil/compost in very windy conditions	2	2	4

Toothbrushing Risk Assessment

What are the hazards?	Who may be harmed	What are the risks?	What are we doing to minimise risk?	Review July 2027
Cuts/ abrasions	Staff Children	Potential ingress and transfer of bacteria/ germs	Ensure waterproof dressings are used to cover cuts and abrasions on staff and children. Ensure staff are trained and have read Infection Prevention guidelines.	
Staff & children may not wash or sanitise hands thoroughly.	Participating staff/ children	Transfer of bacteria/ germs to children who are brushing	Ensure all staff have attended Brilliant Brushers training & read IPC guidelines in the toolkit. Children to be well supervised at all times. Regular QA monitoring undertaken by the supervised toothbrushing lead in the setting, using the Quality Assurance Monitoring Tool.	
Toothpaste may spill onto the floor when lead/ supervisor is dispensing paste onto a paper towel/ plastic plate or when children transfer paste from paper towel to toothbrush.	Participating staff/ children	Cross contamination.	Ensure adequate space between each amount of dispensed toothpaste if using a plastic plate or staff load the toothbrush (Sanitize hands in-between each application)	
Children picking up incorrect toothbrush.	Other participating children	Transfer of bacteria/ germs	Children are well supervised at all times. (and confirm to staff which is their toothbrush before removing it from the rack)	
Toothbrushes can touch if children are too close.	Other children	Spreading bacteria/ germs	Ensure sufficient space between children.	

Spillage or droplets created when spitting out excess paste during or after brushing.	Staff and children	Cross contamination	Ensure sufficient space between children. Encourage children to put paper towel to mouth before spitting out. Staff demonstrate process before commencing brushing.	
Toothbrushes may drop onto the floor.	Children	Contamination from soiled brush to other children	Ensure any toothbrushes which fall onto the floor is immediately discarded and replaced. Ensure spare stock is readily available.	
Used paper towels/tissues.	Staff and children	Cross contamination	Ensure any used tissues or paper towels are disposed of immediately after brushing in a refuse bag.	
Children rinsing toothbrushes following use.	Staff and children	Cross contamination from brushes touching sink or taps, or from children frequently touching taps.	Staff closely supervise children at all times. Where possible taps are left running. Only one child rinses their own toothbrush at the sink at a time.	
Toothbrush is not replaced in the correct place in the rack.	Children	Cross contamination if a child uses wrong toothbrush.	Staff closely supervise children at all times, and ensure each child replaces toothbrush into correct place/hole. Toothbrush Identification Record should be at hand.	
Rack used to transfer brushes to sink for rinsing.	Staff and children	Cross contamination to rack & brushes.	Where possible children rinse their own toothbrush. Where racks are used to transfer brushes to a sink, these must be washed with warm water and household detergent before returning toothbrush to rack. Brushes MUST NOT come into contact with each other at any time, and should be placed on a clean paper towel, with adequate spacing, whilst rack is cleaned.	

Contamination to toothbrushes.	Children	Cross contamination via droplet.	Storage racks MUST NOT be placed directly beside where brushing takes place or beside the toilet area. Lids must be placed onto racks once all brushes have been rinsed and replaced.	
Toothbrushes are incorrectly handled by other children.	Children	Cross contamination via droplet or contact spread.	Children are made aware of their own number or symbol to locate their brush in the rack. Staff closely supervise children. Brushes in racks are stored out of reach of children, in designated toothbrush storage trolley, shelf or a clean, dry cupboard when not in use.	
Contamination on surfaces following brushing session.	Children and staff	Cross contamination	All areas where brushing takes place should be easy to clean. All areas where brushing has taken place, including sinks, to be cleaned by staff using household detergent. Household gloves, dedicated for this purpose are used. Storage racks should be cleaned and dried weekly with warm water and household detergent.	
Staff and children do not wash or sanitise hands following brushing.	Children and staff	Cross contamination	All staff are trained prior to starting supervised toothbrushing and have read Brilliant Brushers toolkit. Summary guidance poster for staff is displayed for easy reference. Quality Assurance Monitoring is undertaken regularly by the supervised toothbrushing lead in the setting, using the Quality Assurance Monitoring Tool within the toolkit. Results are shared with all staff involved in supervised toothbrushing. Quality Assurance Monitoring visits undertaken at least annually by the oral health improvement practitioner. Results are shared with the lead in the setting and	

			manager/headteacher if required.	
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Block Area

Risks	Mitigating/ Managing risk	Benefits
Physical, large, heavy blocks as a resource for children	Children know which blocks are heavier/ require more support to carry/ lift. Chn aware they do not carry above their chest height.	1. Imagination – Through block play children are free to follow their own ideas as they embark on a voyage of discovery or share in the development of their friends' creations. 2. Self-expression – Children are able to express themselves through their play, creations and discoveries – a form of communication that's particularly valuable for bilingual or non-verbal children. 3. Problem-solving – Blocks offer a great platform to develop problem-solving and reasoning skills. This can be deliberate, with children consciously working to develop a solution, or as a natural consequence of play, as they learn first-hand what does and doesn't work.
Heavy blocks falling on toes/ trunk of body resulting in bruise	Chn aware they do not carry above their chest height. Children do not build above head height to manage risk of fall. Chn encouraging to take blocks from the top when adapting/ deconstructing buildings.	4. Mathematics – Due to the many shapes, sizes and colours on offer, blocks offer ample opportunity for children to practise important maths skills, covering measurement, number, symmetry, balance and estimation. By comparing shapes and sizes, creating patterns or providing measuring and weighing tools, we can extend play and exploration.
Heavy blocks, corner edged blocks fall to head resulting in abrasion/ light concussion/ need for icepack/ general first aid	First aider present in the block area. People responsible for block area supervise & interact with children appropriately so that falls are limited/ reduced.	5. Physical development – Block play promotes the development of spatial awareness and develops hand-eye coordination as children reach for, lift, move and build with blocks, strengthening their fingers, hands and arms. 6. Creativity – Blocks are loose parts, meaning children are free to combine and re-combine them in countless ways. Add in alternative resources such as dough, small world characters or paint and pencils to further extend opportunities for creativity.

Trip, slip fall on top of blocks causing bump/ bruise to body/ head	People responsible for block area regularly scan space for business & encourage chn to tidy when blocks are no longer in use 'if you don't want to play, put it away' ethos.	7. Science – Through the exploration of cause and effect and experimentation, children are able to develop their problem-solving skills, test hypotheses and practise scientific reasoning. Blocks help them to become familiar with balance, weight, spatial awareness and gravity. 8. Self-esteem – Children can take risks in their block play, helping them to discover that they have independent ideas. Children experience a sense of achievement as they 'have a go', creating and developing something new and unique.
Dropping of block onto toes/ head	Chn aware they do not carry above their chest height. Children do not build above head height to manage risk of fall. Chn encouraging to take blocks from the top when adapting/ deconstructing buildings. Chn are monitored so that general moving around the space is safe- discouraging running or dangerous movements.	9. PSED (personal, social and emotional development) – Block play allows children to co-construct and negotiate. They take turns, share materials and cooperate with others, forging new friendships. It also encourages self-reliance, increases attention span and develops sense of self. 10. Communication & literacy – As children encounter new experiences through block play, there are countless opportunities for discussion and the development of new vocabulary. Social interaction with adults and peers unlocks further benefits, while using blocks can support story creation and collaborative storytelling.

Screen time and ICT usage

What are the risks?	What are we doing to minimise risk?

▪ cyberbullying, trolling and hateful content – from friends and others ▪ accessing inappropriate or age-restricted content that includes sexual aspects, violence, strong language, abuse, dangerous behaviour, incitement to harm, etc. ▪ data sharing – divulging private information ▪ grooming – for example, into sexualised behaviour ▪ radicalisation – exposure to extremist views and ideologies ▪ mental and physical health – too much screen time can be detrimental to both ▪ clicking links without knowing what they do – for example, accidentally making purchases without permission ▪ fake news, mis- and disinformation	▪ ensuring that EYFS children do not access the Internet unless absolutely necessary, and any ICT used for learning is restricted to the relevant educational content only, with adult supervision at all times ▪ talking to children on an age-appropriate level about the dangers posed by the Internet ▪ encouraging children to speak to a trusted adult if they become worried or concerned about anything they see or hear ▪ explaining that anything shared online or by mobile phone could end up being seen by anyone around the world and that people are not always who they say they are ▪ ensuring EYFS children only use ICT equipment under direct adult supervision, in a shared space within the setting, ensuring all activities can be observed at all times ▪ checking online resources fully to ensure the content of the page and links are appropriate before children are allowed access – for example, educational videos, photos or websites ▪ closely supervising all online activity ▪ if older children bring their own ICT equipment (mobile phones, tablets, laptop, etc.) they will be stored away securely. ▪ monitoring what each child does online and which websites they visit ▪ using parental controls and filtering software to block inappropriate sites and pop-ups
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| | <ul style="list-style-type: none">▪ disabling webcams and microphones, unless children are using them with adult supervision▪ teaching children to ask for help if a page appears that they do not expect and they are unsure how to exit from it▪ limiting daily screen time and encouraging children to take part in other activities▪ reporting content that breaks Online Safety Act guidelines to Ofcom and any illegal activity to Child Exploitation and Online Protection at the National Crime Agency |
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