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# Coronavirus (COVID-19) Risk Assessment

Produced for childcare settings  
in England and Wales by



## Coronavirus (COVID-19) Risk Assessment

This risk assessment template will help you identify potential risks associated with coronavirus (COVID-19). Our main aim is to make childcare settings as safe as possible for children, staff and families, so we've come up with some areas for you to look at to help you assess risk in your settings, based on government guidance. This guidance may change or differ locally. Make sure you are up to date with current advice.

This example is designed to help early years and childcare providers, both group and home-based settings, carry out a risk assessment. You should write your own risk assessment, taking into account the needs of your particular childcare setting and the families you work with. There is a blank template available. Review your risk assessment and your [risk assessment policy](#) (in England) or [policy guidance](#) (in Wales) regularly.

- Take a whole setting approach and consider the risks and the measures you plan to put in place from a child's point of view, as well as from staff and parents' points of view.
- Regularly reassess the risks in light of updates to government guidance and any changes at your setting. For example, reassess if you, a family member (for home-based settings), a staff member, a child in your care, or someone in one of their families with becomes unwell with coronavirus symptoms. Or other changes such as a child leaving or joining your setting or moving to a different developmental stage, for example crawling or walking.
- Make a note of what's working well and what people (adults or children) are struggling with. Be confident to introduce new routines and any changes needed to keep you, your family and the children and families you work with safe.

The risk for all of the hazards mentioned is becoming infected with coronavirus. Everyone that comes to your setting is at risk. Although [some people are more at risk than others](#). Check the [NHS guidance](#) if you are concerned about which families are safe to return to your setting.

If your setting has been closed for an extended period of time, consider the other risks associated with reopening, for example ensuring that your water supply has been adequately cleaned and disinfected to minimise the risk of legionella and that your fire alarm systems are functioning correctly.

## Useful links

[PACEY Re-Opening Toolkit For Early Years Settings](#)

### English government guidance

[Coronavirus \(Covid-19\): Implementing Protective Measures in Education and Childcare Settings updated 12 May 2020](#)

[Safe Working in Education, Childcare and Children's Social Care Settings, Including the Use of Personal Protective Equipment \(PPE\) updated 14 May 2020.](#)

[Planning Guide For Early Years And Childcare Settings published 24 May 2020](#)

### Welsh government guidance

[Welsh government guidance is listed on this web page.](#)

[Health Protection Team Infection Prevention and Control Guidance \(2019\) for Childcare Settings \(0-5 years\) in Wales](#)

Remember to check frequently for any updates to this government guidance. Also check any guidance that comes from your local authority as this may differ from national guidance.

This risk assessment is outlined in the order shown in [Safe Working in Education Childcare and Children's Social Care Settings](#). (Please note: This document is applicable to England only):

1. Minimise contact with individuals who are unwell.
2. Clean your hands often.
3. Respiratory hygiene (catch it, bin it, kill it).
4. Clean surfaces that are touched frequently.
5. Minimise contact and mixing.
6. Personal protective equipment (PPE).

Change the date to keep a record of when you update your own risk assessment.

<b>1. Minimise contact with individuals who are unwell.</b>				
<b>Date</b>	<b>Identify Hazards</b>	<b>What can be done to remove or lessen the risk?</b>	<b>Action To Take (mark when done)</b>	<b>Recheck: when and how</b>
01/06/20	<ul style="list-style-type: none"> <li>• I, someone in my family or a staff member is unwell with symptoms of coronavirus (a new continuous cough or sudden loss or change of sense of taste or smell, or a sudden high fever).</li> <li>• A child comes to the setting with symptoms of coronavirus.</li> <li>• Someone in the child's family has symptoms of coronavirus.</li> </ul>	<ul style="list-style-type: none"> <li>• If I have, or am showing symptoms of, coronavirus, I will stay at home in line the <a href="#">guidance for households with possible coronavirus infection</a> (England) or <a href="#">stay at home guidance (Wales)</a>. If there are no qualified staff to run the setting in my absence, this will mean that the setting will close. The setting will stay closed until I have had a negative test or reached the end of the isolation period.</li> <li>• If a child or member of the child's family shows symptoms of coronavirus, they too should stay at home until having a negative test or the end of the isolation period.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask parents to provide regular updates on the health of their family/household</li> <li>• Review <a href="#">illness and infectious diseases policy</a> (England) or <a href="#">policy guidance</a> (Wales) and share with parents.</li> <li>• Read PACEY's <a href="#">Symptoms and Illnesses. Things to Consider</a>.</li> <li>• Review contract or create a new one with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily check in with families as they arrive at your setting.</li> </ul>

01/06/20	<ul style="list-style-type: none"> <li>I, a staff member or child in my care becomes unwell with symptoms of coronavirus, while we are together.</li> </ul>	<ul style="list-style-type: none"> <li>Identify a separate space for children or adults who become unwell while at the setting, until they can go home.</li> <li>Make sure there is cleaning equipment and personal protective equipment available within easy reach of this area.</li> <li>A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained, as well as other personal protective equipment if contact is necessary.</li> <li>The area should be thoroughly cleaned after use.</li> </ul>	<ul style="list-style-type: none"> <li>Consider how I will keep a child that becomes unwell and the other children safe if a separate space is not possible.</li> <li>Check stocks of cleaning equipment and personal protective equipment.</li> <li>Update illness policy to include an agreement with parents that they will be able to pick up children immediately, if needed.</li> <li>Require a child to have had a negative coronavirus test or to have come to the end of the isolation period before returning to the setting.</li> </ul>	<ul style="list-style-type: none"> <li>Recheck weekly or after someone has become ill in my setting.</li> </ul>
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## 2. Clean your hands often.

Date	Identify Hazards	What can be done to remove or lessen the risk?	Action To Take (mark when done)	Recheck: when and how
01/06/20	<ul style="list-style-type: none"> <li>Infection spreads easily from unclean hands.</li> </ul>	<ul style="list-style-type: none"> <li>Clean my hands more often than usual, particularly before starting work, touching my face, blowing my nose, sneezing or coughing, and before eating or handling food.</li> <li>Encourage staff and children to wash their hands more often too.</li> <li>To clean my hands I, any staff members and the children will wash our hands thoroughly for 20 seconds with soap and running water and dry them thoroughly, or use alcohol-based hand sanitizer, ensuring that all parts of the hands are covered.</li> </ul>	<ul style="list-style-type: none"> <li>Check stocks of soap and handwash as well as paper towels for drying</li> <li>Check stocks of hand sanitiser</li> <li>Practice handwashing routines with the children</li> <li>Implement any new handwashing routines, for example, on arrival at the setting</li> <li>Complete and ensure all staff have completed relevant training for example, <a href="#">EY smart handwashing course</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly throughout the day</li> </ul>

### 3. Respiratory hygiene (catch it, kill it, bin it).

Date	Identify Hazards	What can be done to remove or lessen the risk?	Action To Take (mark when done)	Recheck: when and how
01/06/20	<ul style="list-style-type: none"> <li>• Coronavirus can be transmitted by being in close contact with those sneezing or coughing.</li> </ul>	<ul style="list-style-type: none"> <li>• I will ensure the children follow these instructions:               <ul style="list-style-type: none"> <li>- Avoid touching your mouth, eyes and nose.</li> <li>- Cover your mouth and nose with disposable tissues when you cough or sneeze. If one is not available, sneeze into the crook of your elbow, not into your hand.</li> <li>- Dispose of tissues into a disposable rubbish bag and immediately wash your hands with soap and water or use a hand sanitiser.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use the resources on <a href="#">e-Bug</a> to help children understand about coronavirus.</li> <li>• If someone is sneezing or coughing, check to see if they have other possible coronavirus symptoms.</li> <li>• Ensure a good supply of disposable tissues.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily</li> </ul>

#### 4. Clean surfaces that are touched frequently.

Date	Identify Hazards	What can be done to remove or lessen the risk?	Action To Take (mark when done)	Recheck: when and how
01/06/20	<ul style="list-style-type: none"> <li>Coronavirus can be transmitted on frequently touched surfaces</li> </ul>	<ul style="list-style-type: none"> <li>Frequently-touched surfaces, such as door handles, handrails, table tops, play equipment, toys, devices (e.g. phones, iPads) will be cleaned often.</li> <li>When cleaning, I will use the usual products, like detergents and bleach, as these are very effective at getting rid of the virus on surfaces.</li> <li>I will follow the Public Health England (PHE) <a href="#">guidance on cleaning for non-healthcare settings</a> and any <a href="#">Wales-specific guidance</a> (if you live in Wales)</li> </ul>	<ul style="list-style-type: none"> <li>Review cleaning plan - how often cleaning is carried out and what needs cleaning most often.</li> <li>Where possible, remove anything that is difficult to clean, for example soft toys and furnishings. Ask children not to bring own toys into setting, unless necessary.</li> <li>Consider using washable throws to cover soft furnishings that cannot be removed.</li> <li>Consider how to manage food brought from home.</li> <li>Double bag any potentially contaminated waste and identify where you can store it for 72 hours or until the individual tests negative.</li> </ul>	<ul style="list-style-type: none"> <li>Before the setting opens to children and at the end of the day</li> </ul>



## 5. Minimise contact and mixing.

Date	Identify Hazards	What can be done to remove or lessen the risk?	Action To Take (mark when done)	Recheck: when and how
01/06/20	<ul style="list-style-type: none"> <li>There are more people involved in drop off and pick up times, therefore increasing the risk of passing on infection</li> </ul>	<ul style="list-style-type: none"> <li>These are some suggestions to consider:               <ul style="list-style-type: none"> <li>Stagger drop off and pick up times for families with a waiting area outside if possible</li> <li>Not allowing parents into the setting</li> <li>Only one parent at a time to drop off or pick up</li> <li>Parents not to gather outside</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Give families a specific pick up and drop off time. Make sure they know where to wait if they need to</li> <li>Ask parents not to come into the setting and to make an appointment if they need to talk face to face</li> <li>Use digital methods to communicate any handover information with parents</li> <li>Phone, text or email parents with new arrangements and put a letter into each child's bag</li> <li>Talk to parents about ways to settle children in who may be anxious after a long absence</li> <li>Review fire safety policy</li> <li>Read PACEY's <a href="#">Drop Offs and Pick Ups Things to Consider</a></li> </ul>	<ul style="list-style-type: none"> <li>Check in with parents weekly to see if it's working or if they need a different time</li> </ul>

<p>01/06/20</p>	<ul style="list-style-type: none"> <li>• Children playing together - some level of contact and mixing is inevitable in early years.</li> <li>• During meal and snack times, children may sit close together.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to only attend one setting where possible and be in small groups during the day.</li> <li>• As much as possible, I will: <ul style="list-style-type: none"> <li>- Alter the environment of my setting to minimise contact and mixing.</li> <li>- Try to have consistent groups of children on the same days.</li> <li>- Make the most of any outdoor space but continue to keep any fire doors closed inside.</li> <li>- Space children out during meal times, either by staggering groups (cleaning in between) or by spreading the chairs further apart.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Make a consistent plan with families about which children come on which days.</li> <li>• Look at the space in the setting to see if anything can be rearranged to create different areas for the children to play in.</li> <li>• Review garden and outdoor space to see how it can be maximised for safe play.</li> <li>• Decide how close together children will be during meal times and modify the space or times the children eat.</li> <li>• Talk to parents about any necessary wraparound care arrangements to avoid me or a staff member being in the same vehicle as a group of children.</li> <li>• Make a plan to best support the needs of children with SEND, vulnerable and disadvantaged children.</li> </ul>	<ul style="list-style-type: none"> <li>• Check timetable for which children on which days weekly</li> <li>• Review play space regularly throughout the day</li> </ul>
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## 6. Personal protective equipment (PPE).

Date	Identify Hazards	What can be done to remove or lessen the risk?	Action To Take (mark when done)	Recheck: when and how
01/06/20	<ul style="list-style-type: none"> <li>PPE should not be used for children under 2 in any circumstances.</li> </ul> <p>PPE only used in case a child becomes unwell in my setting with coronavirus symptoms and I or a staff member can't stay two metres away.</p>	<ul style="list-style-type: none"> <li>The majority of staff in education, childcare and children's social care settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain distance of two metres from others.</li> <li>PPE is only needed in a very small number of cases : children, young people and learners whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way. PPE should be worn if a distance of two metres cannot be maintained from any child, young person or other learner displaying coronavirus symptoms</li> </ul>	<ul style="list-style-type: none"> <li>Make sure a supply of PPE is available for when it might be needed, taking note of this advice: Use your local supply chains to obtain PPE. Where this is not possible, and there is unmet urgent need for PPE in order to operate safely, approach your nearest local resilience forum.</li> <li>PPE to be used as usual when changing nappies or carrying out intimate care needs.</li> </ul>	Daily