

## **Safety and suitability of premises, environment and equipment Health and Safety General Standards**

### **Introduction**

The EYFS statutory framework 2017 states that providers must ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Providers must comply with requirements of health and safety legislation (including fire safety and hygiene requirements).

### **Our Aim**

To ensure Eckington Under Fives Pre-school is a suitable, clean and safe place for children to be cared for, where they can grow and learn and to ensure we meet all statutory requirements for health and safety and fulfil the criteria for meeting the Early Years Foundation Stage Safeguarding and Welfare Requirements.

### **Links to Early Years Foundation Stage Safeguarding and Welfare Requirements**

### **Objectives**

- Eckington Under Fives recognises that it has a corporate responsibility and duty of care towards those who work in and receive a service from the setting. Individual employees and service users also have responsibility for ensuring their own safety as well as that of others. Adherence to policies and procedures and risk assessment is the key means through which this is achieved.
- Insurance is in place (including public liability) and an up to date certificate is displayed at all times.
- Risk assessments are carried out to ensure the safety of children, staff, parents and visitors. Legislation requires all those individuals in the given workplace to be responsible for the health and safety of premises, equipment and working practices.
- There are standard health and safety procedures for all areas of the setting. These are added to or modified according to the individual risk assessment, thereby ensuring that procedures meet the specific requirements of the setting.
- Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If staff are taking medication that they believe may impair them, they seek further medical advice and only work directly with children if that advice is that the medication is unlikely to impair their ability look after children.
- Alcohol must not be bought onto the premises for consumption.
- The standard health and safety procedures cover the following:
  - Maintaining Children's safety and security on premises
  - Supervising children on outings
  - Risk assessments
  - Fire safety and emergency evacuation
  - Animals in the setting
  - No Smoking

- Manual Handling

Eckington Under Fives Pre-School Designated Health and Safety Officer is **Donna Saunders**

**Legal Framework:**

Risk assessment requires knowledge of health and safety and other relevant legislation. Managers ensure they have knowledge of the relevant legislation and ensure staff are made aware.

- Health and Safety at Work Act 1974
- Health and Safety at Work Act (1996)
- Workplace (Health, Safety and Welfare) Regulations 1992
- Management of Health and safety at Work Regulations (1992)
- Regulatory Reform (Fire Safety) Order 2005) – Guidance for schools and early years’ settings
- Electricity at Work Regulations (1989)
- Regulation (EC) 852/2004 of the European Parliament and Council on the hygiene of foodstuffs – Guidance – ‘Safer Food, Better Business’
- Manual Handling Operations Regulations (1992) (Amended 2002)
- Medicines Act (1968)
- Employers’ Liability (Compulsory Insurance) Act 1969
- Guidance – Managing Medicines in Schools and Early Years Settings (2005)
- Health and Safety Information for Employees Regulations 1989
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (1995) (RIDDOR) as amended 2012
- Control of Substances Hazardous to Health (COSHH) Regulations (2002) (as amended 2004)
- Health and Safety (First Aid) Regulations (1981)
- Childcare Act 2006

Legislation/Regulation	Brief Summary
Health and Safety at Work Act (1974) <a href="http://www.hse.gov.uk/legislation">http://www.hse.gov.uk/legislation</a>	<a href="http://www.hse.gov.uk/legislation">http://www.hse.gov.uk/legislation</a> This is the main legislation that sets out employer duties to staff, where more than 5 staff are employed, and to the public as well as the duties of employees towards themselves and others.
Management of Health and Safety at Work Regulations 199	This requires employers to carry out risk assessment. Those with 5 or more employees need to record the findings of the risk assessment. Employers must appoint a competent person, ensure staff are aware and trained, know what to do in an emergency and where premises

	are shared, have common procedures for all. This last point is relevant for settings who share premises, for example in a community building.
Workplace (Health, Safety and Welfare) Regulations 1992	This covers a wide range of basic health, safety and welfare issues such as ventilation, heating, lighting, workstations, seating and welfare facilities.
Regulatory reform (Fire Safety) Order 2005 came into force 2006	Replaces all previous fire safety regulations. The basis of the legislation is the fire risk assessment.
Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs.	All food businesses, including caterers, must apply food safety management procedures based on the principles of Hazard Analysis and Critical Control Point (HACCP) to their business. The basis for this is risk assessment as it applies to the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
Electricity at Work Regulations 1989	This requires all electrical installations – supply and sockets and appliances etc. to be safe. Employers are required to have all these checked annually by a qualified electrician, so that any faults can be identified and remedied
Medicines Act (1968)	Requires that only medication prescribed by a doctor can be administered by a non-medically qualified person and that, in the case of children, parental consent must be gained. Records must be kept of all medication administered.
Employers' Liability (Compulsory Insurance) Act 1969	Requires employers to take out insurance against accidents and ill health to their employees. Certificate should be displayed
Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR 1995)	Requires accident records to be kept and that serious accidents resulting in injuries, needing treatment by a doctor, are reported to the Health and Safety Executive. In addition, an outbreak of a serious disease, the death of a child or adult, or dangerous event such as an explosion are also reportable.
Control of Substances Hazardous to Health Regulations 2002 (Known as COSHH)	Requires employers keep a record of all substances that could cause risk, storage, use and purpose, as well as

	what to do if they contact skin, eyes or are ingested. In a childcare setting, applies mainly to cleaning and general maintenance chemicals.
Health and Safety (First Aid ) Regulations (1981	Requires employers to have a qualified first aider where more than 5 people are employed. There is also a duty of care to anyone using a service including the need to hold a paediatric first aid qualification where young children and babies are cared for.
Health and Safety Information for Employees Regulations 1989	Requires employers to display a poster telling employees what they need to know about health and safety.
Manual Handling Operations Regulations 1992 (as amended)	Covers jobs involving lifting – in childcare settings this will apply to lifting and carrying babies and young children, as well as furniture and play equipment. Requires employers to ensure staff are trained to lift correctly so as to reduce back strain and injury caused through work tasks
Health and Safety (Display Screen Equipment) Regulations 1992	This is to reduce ‘repetitive strain syndrome’ and eyesight problems in those using screens such as computer screens for long periods of time at work. It requires employers to ensure appropriate ergonomic workstations and that users have regular eyesight tests and have the right glasses if needed.
<b>Useful web sites</b> Health and Safety Executive <a href="http://www.hse.gov.uk">www.hse.gov.uk</a> Food Standards Agency <a href="http://www.food.gov.uk">www.food.gov.uk</a> Risk Management web site <a href="http://www.hse.gov.uk/risk">www.hse.gov.uk/risk</a> Communities and local government <a href="http://www.communities.gov.uk">http://www.communities.gov.uk</a>	

<b>This policy was written by Maria Smith and Donna Saunders on 9<sup>th</sup> November 2017</b>	
<b>Approved by Eckington Under Fives Committee</b>	
Name:	Position:
Date:	Signature:

**Safety and suitability of premises, environment and equipment-  
Risk Assessments**

## Introduction

Risk assessment means:

- Taking note of aspects of your workplace and activities that that could cause harm, either to yourself or to others, and deciding what needs to be done to prevent that harm, making sure this is adhered to and is updated when necessary.
- The law does not require that all risk is eliminated – but that ‘reasonable precaution’ is taken. This is particularly important when balancing the need for children to be able to take appropriate risks through physically challenging play. Children need the opportunity to work out what is not safe and what they should do when faced with a risk.
- Health and safety risk assessments inform procedures. Staff and parents should be involved in reviewing risk assessments and procedures, as they are the ones with first-hand knowledge as to whether the control measures are effective, and can give an informed view to help update procedures accordingly.
- Risk assessments are conducted on aspects such as security of the building, fire safety, food hygiene, bathroom hygiene and nappy changing, outings, and personal safety of staff. Activities with the children will in some cases also require risk assessments – for example cooking activities or supervising children’s use of climbing equipment.

## Our Aim

To ensure Eckington Under Fives Pre-school is a suitable, clean and safe place for children to be cared for, where they can grow and learn and to ensure we meet all statutory requirements for health and safety and fulfil the criteria for meeting the Early Years Foundation Stage Safeguarding and Welfare Requirements.

At Eckington Under Fives Pre-school we;

- Complete risk assessments on a daily basis, these are always completed before the sessions start by different members of staff, this helps all staff recognise the possible hazards in the setting.
- An annual risk assessment is completed as part of our insurance renewal, this is provided by the Pre-school Learning Alliance and is a very detailed document covering all aspects of the running of the Pre-school.
- Ensure separate risk assessments are in place for forest school sessions as there are different hazards and risks involved in being in the outdoor environment.

## **Additional risk assessments are always completed;**

- For trips, away from the Pre-school including the use of transport.
- For children with SEN who may have severe difficulties and/or behavioural problems which may harm themselves or others.
- For those children that may receive us to administer medicines regularly.
- For children who may have continence issues.

Risk assessments are monitored and reviewed by the Manager, Health and Safety Officer and Committee. This list is not exhaustive and any situation that occurs in

Preschool which highlights a possible hazard to a child, learner, staff member, parent or visitor will be addressed, and a risk assessment put in place.

Eckington Under Fives Pre-school follow a 5-step process in completing risk assessments.

1. Identification of risk – where is it and what is it?
2. Who is at risk – for example childcare staff, children, parents, visitors, kitchen assistants?
3. Assessment as to the level of risk as high, medium, low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did.
4. Control measures to reduce/eliminate risk – what do I need to do – or ensure others will do – in order to reduce that risk?
5. Monitoring and review – How do I know if what I have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

We state on our risk assessment the time frame and the person responsible for any actions to be taken. This is then reviewed daily, weekly and termly.

**Information sources from Health and Safety Executive Publication Five steps to risk assessment**

### Training

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our Health and Safety policy and procedures and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- Health and Safety posters are displayed in the kitchen and storage cupboards as a visual reminder to staff, learners and volunteers.
- Health and Safety issues are discussed at staff and committee meetings.

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**Safety and suitability of premises, environment and equipment-  
Maintaining Children’s Safety and Security on Premises**

## **Introduction**

At Eckington Under Fives Pre-school we understand our duty to take reasonable steps to ensure the safety of children, staff and others on the premises as per the Safeguarding and Welfare requirement: Safety and Suitability of Premises, Environment and Equipment.

## **Our Aim**

To maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

## **Procedures**

### **Personal safety of children**

- We ensure all employed staff have been checked for criminal records via an enhanced disclosure through the Disclosure Barring Service.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

### **Security**

- Systems are in place for the safe arrival and departure of children. The door is manned every session by a member of staff who greets the families and ensures all children are signed in. This person is responsible for ensuring the door is always locked once adults have departed.
- The times of the children's arrivals and departures are recorded in our sign in/out sheet. Any communication from the parent is written in the relevant book/folder i.e. previous incident folder, general information, child's personal communication folder.
- The arrival and departure times of adults – staff. Volunteers and visitors - are recorded in the visitors file.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during sessions

### **Awareness Raising**

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.

- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the setting.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- We have a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Area of Provision	Safety Precautions.
Windows	Low level windows are made from materials that prevent accidental breakage or are made safe. Windows are protected from accidental breakage or vandalism from people outside the building.
Doors	Door stops are used to prevent children getting their fingers trapped in doors. Exterior doors are locked at all times.
Floors	All surfaces are checked daily to ensure they are clean and not uneven or damaged.
kitchen	Children do not have unsupervised access to the kitchen. All surfaces are clean and non-porous. There are separate facilities for hand-washing and for washing up. Cleaning materials and other dangerous materials are stored out of children's reach.
Cooking Activities	Children are supervised at all times; Are kept away from hot surfaces and hot water; and Do not have unsupervised access to electrical equipment
Electrical and Gas Equipment	All electrical/gas equipment conforms to safety requirements and is checked regularly. Our boiler/electrical switchgear/meter cupboard is not accessible to the children. Electric sockets, wires and leads are properly guarded and the children are taught not to touch them. All electrical equipment is PAT tested once a year. There are sufficient sockets to prevent overloading. Lighting and ventilation is adequate in all areas including storage areas. The Recreation Centre Committee are responsible for PAT testing electrical equipment, Pre-School are responsible for getting their own equipment tested at the same time
Storage	All resources and materials which children select are stored safely. All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.
Outdoor Area	Our outdoor area is partly fenced off and the area is extended onto the grass using cones, also an extendable orange plastic fence is used to border the play area- children are made aware of the boundaries of our outside area. Our outdoor area is checked for safety and cleared of



	<p>rubbish before it is used.</p> <p>Adults and children are alerted to the dangers of poisonous plants.</p> <p>Where water can form a pool on equipment, it is emptied before children start playing outside.</p> <p>All outdoor activities are supervised at all times.</p>
Hygiene	<p>We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up to date with the latest recommendations.</p> <p>Our daily routines encourage the children to learn about personal hygiene.</p> <p>We have a daily cleaning routine for the setting which includes the main room, kitchen, foyer, toilets and nappy changing area.</p> <p>We clean resources and equipment, dressing-up clothes and furnishings on a regular basis</p> <p>The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies</p>
Activities/Resources	<p>Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.</p> <p>The layout of play equipment allows adults and children to move safely and freely between activities.</p> <p>All equipment is regularly checked for cleanliness and safety and any dangerous/broken items are repaired or discarded.</p> <p>All materials - including paint and glue - are non-toxic.</p> <p>Sand is clean and suitable for children's play.</p> <p>Physical play is constantly supervised.</p> <p>Children are taught to handle and store tools safely.</p> <p>Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.</p>
Food and drink	<p>Staff that prepare and handle food receive appropriate training and understand - and comply with - food safety and hygiene regulations.</p> <p>All food and drink is stored appropriately.</p> <p>Adults do not carry hot drinks through the play area(s) and do not place hot drinks within reach of children.</p> <p>Snack and meal times are appropriately supervised and children do not walk about with food and drinks.</p> <p>Fresh drinking water is available to the children at all times.</p> <p>We operate systems to ensure that children do not have access to food/drinks to which they are allergic.</p>
Transport	<p>If children are transported in vehicles, appropriate child seats are used for the child's age.</p> <p>Insurance and vehicle details are kept on site.</p> <p>The upmost care is taken when transporting children.</p> <p>Written permission is gained from parents/carers for the</p>

	transportation of their children.
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## **Safety and suitability of premises, environment and equipment Supervision of Children on Outings and Visits**

### **Introduction**

We believe that all children benefit from being taken out of the setting to explore their local surroundings or go on visits/outings to other suitable venues. These activities enhance children's learning experiences.

## Our Aim

- To enhance curricular and recreational opportunities for our children.
- Provide a wider range of experiences for our children than could be provided in the setting.
- Promote the independence of our children and enable them to grow and develop in new learning environments.
- To ensure we keep our children safe and secure whilst exploring outside of the setting.

## Our Procedures

- All parents/carers will be advised in writing, in advance of any proposed outing. This information will be displayed via our notice board, letters home and dates for your diaries sections of the newsletters.
- Parents/carers will be asked to sign a consent form before any outing. Local visits within the village (Eckington) are part of Pre-school life and Parents/ Carer's will already have signed consent for these visits on their child's registration form.
- Outings are normally open to all pre-school children, even if they don't usually attend on those particular days. Please follow individual instructions about where to meet and whether we will be closed for pre-school that day and times we are due to return.
- Before the outing, one of the two Managers will visit the outing destination to complete a risk assessment. In the case of visiting a professional business such as an animal park we would use that specific company's risk assessment as this will detail their expertise.
- For major outings the adult child ratio will always be at least 1:4. For each outing the adult/child ratio will be carefully considered and increased if thought necessary, taking into account venue, location, individual needs of each child and any 'risks' noted in the outings risk assessment.
- If children are taken off the pre-school premises for a walk or local visit there will always be at least two members of staff and a ratio of at least 1:4 for two year olds and 1:6 for three and four year olds adhering to the Early Years Foundation Stage statutory guidelines. Careful consideration will always be given to the number of children, the children's needs and type and location of the venue.
- A minimum of two staff should accompany the children (but staying in the guidelines of adult/child ratios as stated above) on outings and a minimum of two should remain behind with the rest of the children (again staying within the legal adult/child ratios).
- Each member of staff will be assigned named children to ensure that:
  - All children are individually supervised,
  - No child goes astray, and
  - There is no unauthorised access to children.
- On all outings/visits the person in charge of the outing will carry a mobile telephone or have access to a landline for use in case of emergency, a small first aid kit, any medication for individual children (depending on individual circumstances this may be allocated to the person responsible for that child), list

of all children and staff taking part in the outing and all relevant emergency contact numbers for parents/carers and next of kin etc.

- Details of the outing are recorded and a copy remains in the register, usually kept at the Pre-school, in case of emergency stating:
  - The date and time of the outing,
  - The venue and mode of transport,
  - Names of all children and staff taking part in the outing,
  - Time of return from the outing.

### **Crossing roads**

At Eckington Under Fives Pre-school we take the children on outings around the village, in order to visit these places, we need to cross roads so procedures need to be in place to ensure the safety of the children.

- A risk assessment is in place for crossing the road.
- Staff wear high visibility jackets.
- Children are told the rules of crossing the road before we leave the setting.
  - Hold hands with a partner
  - Good walking
  - Follow the person in front
- We line the children up in partners outside Pre-Schools main door and position adults at the front, back and middle of the line dependent on number of children.
- We will then make our way to the wooden gate leading onto the Recreation car park.
- An Adult will go ahead to ensure there are no cars moving on the carpark.
- This adult will then position themselves in the middle of the carpark gateway wearing a high visibility jacket holding their arms outright to ensure no cars enter the carpark.
- This person will signal to the rest of the staff to say when it is safe for us to walk. We will proceed to walk quickly but safely until we are on the pavement next to the road, still holding hands and in a line.
- When there is a need to cross a road 2 adults wearing their high visibility jackets will go into the road to stop traffic ensuring they stand each side of the road some distance back, holding their arms outright facing the on-coming traffic.
- The children are asked to cross and follow the adult at the front, the children are encouraged to keep moving to cross safely and quickly.
- The adults leave the road only once all the children are safely on the other side lined up.
- Extra support is given to those children who may need assistance to focus on road crossing.
- Care is taken by staff to pair children up before leaving Pre-Schools premises, encouraging older children to support younger ones so they can learn through good role modelling.

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<b>Date:</b>	<b>Signature:</b>

## **Safety and Suitability of Premises, Environment and Equipment Fire Safety and Emergency Evacuation**

### **Introduction**

Eckington Under Fives Pre-school recognises that we must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of a fire or any other emergency and must have an emergency evacuation procedure.

### **Our Aim**

For Eckington Under Fives Pre-school to be a suitable, clean and safe place for children to be cared for, where they can grow and learn. To meet all statutory requirements with regard to fire safety and fulfil the criteria for meeting the relevant Early Years Foundation Stage Safeguarding and Welfare Requirements.

## Our Procedures

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as the local Fire Officer, or Fire Safety Consultant.

- The basis of fire safety is Risk Assessment. These are carried out by a 'competent person'. The Health and Safety Officer is Donna Saunders
- As Eckington Under Fives pre-school is in rented premises we will ensure that the Recreation Committee have a copy of the fire safety risk assessment that applies to the building and that they contribute to regular reviews.
- Risk assessments for mobility, visually or any other condition that may require assistance will be carried out to ascertain if a PEEP plan is needed.
- Fire doors are clearly marked, never obstructed and easily opened from the inside.
- Smoke detectors/alarms and fire-fighting appliances that conform to BSEN standards are fitted in appropriate high-risk areas of the building and are checked as specified by the manufacturer.
- Emergency lighting is in good working order and checked regularly.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
  - Clearly displayed in the premises.
  - Explained to new members of staff, volunteers and parents.
  - Practised regularly once a term and for five consecutive days.
  - Records are kept of fire drills
  - The Recreation Committee are responsible for the servicing of fire safety equipment and keep records of this.
- The Recreation Centre Committee are responsible for PAT testing electrical equipment, Pre-School are responsible for getting their own equipment tested at the same time which is tested annually by a qualified person.
- We avoid using inflammable materials

## FIRE SAFETY EVACUATION PROCEDURE

- Every session displayed on the planning in the main room states which adult is responsible for which job should there be a fire or fire drill. These jobs include;
  - Line the children up by fire door
  - Sweep the kitchen
  - Sweep the toilets
  - Sweep the back rooms
  - Count the Children

- Pick up register, phone, child contact details/signing in/out sheet, and first aid kit.
- On the sound of the alarm the children are lined up single file at the safest point, the main door or the window. Staff carry out their job as detailed on fire procedure and daily plan.
- The building is evacuated as quickly and safely as possible Children are counted on the way out and escorted out of the building to the evacuation point which is located at the park in the big circle.
- When assembled at the evacuation point the register is taken of the children and adults and recounted
- Additional staff members would check all areas (If there was a child or adult missing, when first headcount was done).
- If there is a disabled child or an adult then a personal peep plan would be followed
- All persons will assemble at the evacuation point.
- Children are reassured and told about the importance of the register and a register is taken including ensuring all staff/visitors are accounted for too.
- In the case of a real fire the fire brigade would be informed at the earliest possible moment (999). We would state our grid reference;

**The grid reference of the pre-school is: SO 92137  
41771  
Postcode WR10 3AJ.  
Our contact no 07582 452 024 (Pre-School phone)**

- No person will re-enter the building.
- In the case of a real fire the pre-school children will be taken to the Eckington C of E First school, as a safe holding place until parents and carers can all be contacted.
- Once the children are all in an appropriate place and have been reassured appropriately by a senior member of the pre-school team, the leader will set about contacting parents, and making collection arrangements as required.
- In the case of a real fire we would then follow the advice of the Fire Safety Officer.

**Our Emergency evacuation procedure can be found next to the planning board in the main room and in the Health and Safety folder.**

Every half term we practice our fire drill, so all children and staff are familiar with the sound of the alarm. This is done at different times of the day, to cover all children and visitors. We then record the fire drills detailing the following...

- Child and staff attendance (can identify individuals that have not practised).
- Date and time of drill.
- How long it took.
- Any problems or notable factors that may have helped or hindered the drill.
- Any further action taken to improve the drill procedure.

### **Legal framework**

- Regulatory Reform (Fire Safety) Order 2005
- Electricity at Work Act (1989)

### **Further guidance**

- Fire Safety Risk Assessment - Educational Premises (HMG 2006)

## **Emergency Evacuation Procedure**

A situation may arise where an emergency evacuation is required when outside of the pre-school building, this could be due to a rogue dog, a hazardous substance in the atmosphere, or a suspicious person. In these cases, a procedure is required to bring all the children and practitioners together and evacuate the area swiftly and safely. The procedure to follow is shown below;

- The manager quickly assesses the situation and decides to evacuate the immediate area.
- The manager blows the whistle (children will be made aware of the sound of the whistle and that it is only used for emergencies through discussions and emergency evacuation drills)
- All children come together, encouraged by practitioners, with support given to younger children and those needing extra support.
- A register is taken of the children and adults present also a head count, and the children are taken to safety.
- The emergency services are called if the situation is deemed necessary and the incident is logged in the incident records book/file.
- A risk assessment is completed to highlight potential future risks.

This procedure will be practised half termly, so all practitioners and children are aware of this evacuation procedure and documented.

### **Adverse Weather Procedures**

- In the case of adverse weather, we would try and ensure any decisions we make to close the pre-school are in line with Eckington C of E First School.
- In prolonged bad weather situations such as snow, we would recommend that parents listen to local radio to hear about closures.
- If bad weather was to occur during the day the Manager would keep a very close eye on what is happening in the local area and make an informed decision on whether to close the pre-school to ensure safety to parents, children and staff.



- In the case of enforced closure, we would keep the children safe and reassured and contact all parents.
- We would stay with all children until all parents or nominated persons, as per registration form, have collected their children.
- We would always ensure at least 2 members of staff are left with any children not being able to be picked up straight away and not leave until all children are accounted for.
- In the case of our premises becoming damaged and not deemed safe we would take all children and staff over to our safe place, Eckington C of E First School site.

### **Critical Incident**

A critical incident is any dangerous occurrence which may be an event that causes injuries or fatalities or an event that does not cause an accident but could of done so such as a gas leak. These incidents may include:

- Break in, burglary, theft of personal or the settings property
- An intruder gaining unauthorised access to the premises
- Fire, flood, gas leak or electrical failure.
- Abduction or threatened abduction of a child
- Attack on member of staff or parent on the premises or nearby
- Any racist incident involving staff or family on the premises
- Death of a child
- Terrorist attack or threat of one.
- Suspicious package

This list is not exhaustible. In the event of any of the above the management team must be informed and the evacuation procedure followed. In adverse weather conditions then we would relocate to our safe place, Eckington C of E First School site.

### **National Emergency**

In the case of a national emergency our priority is to keep your children safe and reassured. We would contact parents to collect their child and follow the above procedures.

## **Lockdown procedures**

Most existing procedures for handling an emergency will involve evacuation of the premises and will be focused on an event happening in the building. However, in some situations, it is likely you will be advised to stay put (lockdown) rather than evacuate the premises.

In the event of an incident, 'lockdown' of a building or buildings is an emergency procedure to secure and protect occupants near an immediate threat. By controlling

movement in an area, emergency services can contain and handle the situation more effectively.

If an emergency happens the Manager must act quickly to assess the likelihood of immediate danger. In most cases the assumption should be that it is safer to stay put and place the setting into 'lockdown' until the emergency services arrive.

As soon as the emergency services arrive it is essential staff comply with instructions at all times.

### **Upon alert to lockdown**

- Stay calm.
- Ensure practitioners and children stay in their designated areas. Stay in the room you are working in, secure all doors and windows and await further instructions.
- Close curtains and blinds where possible.
- Stay away from windows and doors.
- Stay low and keep calm, it might be an idea to rehearse this with children in an age appropriate way, in the same way that you would rehearse fire evacuation.
- Tune into a local TV or radio station for more information.
- Do NOT make non-essential calls on mobile phones or landlines.
- If the fire alarm is activated, remain where you are and await further instructions from emergency services unless the fire is in your area. In which case, move to the next room/area, following your usual fire procedures.

### **Be alert**

- Do NOT open the door once it has been secured until you are officially advised 'all clear' or are certain it is emergency services at the door.
- Do NOT travel down long corridors.
- Do NOT assemble in large open areas.
- Do NOT call 999 again unless you have immediate concern for your safety, the safety of others, or feel you have critical information.

### **Following the lockdown**

- Co-operate with the emergency services to help in an orderly evacuation.
- Ensure you have the Register and children's details with you.
- Any staff or children who have witnessed an attack or incident will need to tell the police what they saw.
- The police may require other individuals to remain available for questioning.

### **Managing parents**

- In the event of an incident it is inevitable parents will want to come to the setting and collect their children immediately. They must be discouraged from doing so, until the emergency services give the all clear.
- Even then, depending on the severity and type of incident, children may need to be checked by medical teams or questioned by the police.

- It must be made absolutely clear to parents that you will be acting on the advice of the emergency services at all times.
- With regard to getting information to parents during 'lockdown', you should use the existing systems you have in place for sending group messages, such as social media, text, emails. Discourage parents from ringing you directly for further updates during 'lockdown'; it will be vital your phone lines remain clear.

### Threat levels

Threat levels are designed to give a broad indication of the likelihood of a terrorist attack.

LOW	means an attack is unlikely.
MODERATE	means an attack is possible but not likely.
SUBSTANTIAL	means an attack is a strong possibility.
SEVERE	means an attack is highly likely.
CRITICAL	means an attack is expected imminently.

Members of the public should always remain alert to the danger of terrorism and report any suspicious activity to the police on 999 or the anti-terrorist hotline: 0800 789 321.

For **non-emergency calls to the police, call 101.**

<b>This policy was written by Maria Smith and Donna Saunders on 9<sup>th</sup> November 2017</b>	
<b>Approved by Eckington Under Fives Committee</b>	
Name:	Position:
Date:	Signature:

## Animals in the Setting

### Introduction

Children learn about the natural world, its animals and other living creatures, as part of the Learning and Development Requirements of the Early Years Foundation

Stage. This may include contact with animals, or other living creatures, either in the pre-school or on visits.

### **Our Aim**

We aim to provide these exciting opportunities for children but ensuring that this is in accordance with sensible hygiene and safety controls.

### **Procedures**

- We would take account of the views of parents and children when selecting an animal or creature to keep as a pet in the setting.
- We would carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.
- We would provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.
- We would ensure the correct food is offered, at the right times.
- We would make arrangements for weekend and holiday care for the animal or creature.
- We would register with the local vet and make sure all vaccinations and other regular health measures, such as de-worming, are up-to-date and recorded.
- Children would be taught correct handling and care of the animal or creature and would be supervised.
- Children would wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
- Staff would wear disposable gloves when cleaning housing or handling soiled bedding.
- If animals or creatures are brought in by visitors to show the children, they are the responsibility of their owner.
- The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

### **Visits to farms**

- Before a visit to a farm, a risk assessment is carried out - this may take account of safety factors listed in the farm's own risk assessment, which should be viewed.
- The outings procedure is followed.
- Children wash their hands after contact with animals.
- Outdoor footwear worn to visit farms is cleaned of mud and debris and should not be worn indoors.

### **Legal framework**

- The Management of Health and Safety at Work Regulations (1999)

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## **Safety and Suitability of Premises, Environment and Equipment-No Smoking**

### **Introduction**

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-

smoking environment - both indoors and outdoors. The term smoking refers to both cigarettes, roll-ups and E-Cigarettes.

## Procedures

- All staff, parents and volunteers are made aware of our No-smoking Policy.
- The hall we are based within displays no-smoking signs.
- Smoking is not allowed on the premises, both indoors and outdoors.
- If children use any public space that has been used for smoking, members of staff ensure that there is adequate ventilation to clear the atmosphere.
- Staff do not smoke in their work clothes and are requested not to smoke within 15 minutes of working with children.
- Staff who do smoke are requested to follow personal hygiene routines to ensure every effort is made to remove the signs of smoking.

## Legal framework

- The Smoke-free (Premises and Enforcement) Regulations (2006)
- The Smoke-free (Signs) Regulations (2012)

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## **Safety and Suitability of Premises, Environment and Equipment- Manual Handling**

### **Introduction**

As it is not possible to eliminate manual handling altogether, correct handling techniques must be followed to minimise the risks of injury. A variety of injuries may

result from poor manual handling and staff must all be aware and adhere to the pre-schools 'Manual Handling policy'. All staff will receive in house training in manual handling while in employment of Eckington Under Fives pre-school and will receive ongoing training as appropriate.

### **Our Aim**

To ensure the safety of our staff is kept of paramount importance and prevention tactics are put in place to avoid injury.

## **Procedures**

### **Preventing Injuries**

As with other health and safety issues, the most effective method of prevention is to eliminate the hazard, in this case, to remove the need to carry out hazardous manual handling. For example, it may be possible to re-organize the workplace so that items do not need to be moved from one area to another.

Where manual handling tasks cannot be avoided, they must be assessed as part of the risk assessment. This involves examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

As part of a manual handling assessment the following should be considered:

- The tasks to be carried out.
- The load to be moved.
- The environment in which handling takes place.
- The capability of the individual involved in the manual handling.

The above factors can increase the risk of manual handling injuries, and these should be considered and controlled.

### **Planning and Procedure**

- Think about the task to be performed and plan the lift.
- Consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there.
- Never attempt manual handling unless you have read the correct techniques and understood how to use them.
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.
- Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going.
- Remove any unnecessary packaging, if this will make the task safer.
- Assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment e.g. a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads.
- If more than one person is involved, plan the lift first and agree who will lead and give instructions.
- Plan your route and remove any obstructions. Check for any hazards such as uneven/slippy flooring.
- Lighting should be adequate.

- Control harmful loads – for instance, by covering sharp edges or by insulating hot containers.
- Check whether you need any Personal Protective Equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you.
- Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear.
- Consider a resting point before moving a heavy load or carrying something any distance.

## **Manual Handling Best Practice**

### **Position**

Stand in front of the load with your feet apart and your leading leg forward. Your weight should be even over both feet. Position yourself (or turn the load around) so that the heaviest part is next to you. If the load is too far away, move toward it or bring it nearer before starting the lift. Do not twist your body to pick it up. Remember to love your load.

### **Lifting**

Always lift using the correct posture detailed below:

- ✓ Bend the knees slowly, keeping the back straight.
- ✓ Tuck the chin in on the way down.
- ✓ Lean slightly forward if necessary and get a good grip.
- ✓ Keep the shoulders level, without twisting or turning from the hips.
- ✓ Try to grip with the hands around the base of the load.
- ✓ Bring the load to waist height, keeping the lift as smooth as possible.

### **Moving the Load**

- ✓ Keep the load close to the body.
- ✓ Proceed carefully, making sure that you can see where you are going.
- ✓ Lower the load, reversing the procedure for lifting.
- ✓ Avoid crushing fingers or toes as you put the load down.
- ✓ If you are carrying a load, position and secure the load after putting it down.
- ✓ Make sure that the load is rested on a stable base ensuring the safety in this new position.
- ✓ Report any problems immediately, for example, strains and sprains. Where there are changes, for example to the activity or the load, the task must be reassessed.

### **The Task**

- ✓ Carry the load close to the body, lifting and carrying the load at arm's length increases the risk of injury.
- ✓ Avoid awkward movements such as stooping, reaching or twisting.
- ✓ Ensure that the task is well designed and that procedures are followed.
- ✓ Minimise repetitive actions by re-designing and rotating tasks.
- ✓ Ensure that there are adequate rest periods and breaks between tasks.



- ✓ Plan ahead – where the load is too heavy for one person, staff should not lift by themselves but use teamwork, bending from the knees rather than the back.
- ✓ Staff should not struggle to lift very heavy objects – even with others – that are beyond their strength.
- ✓ Trolleys should be used where heavy items have to be carried or moved on a regular basis.
- ✓ Heavy items should not be lifted onto, or from storage areas that are above head height or from the ground, distribute heavy boxes into more manageable loads.
- ✓ Staff should not stand on objects other than proper height steps to reach high objects and should never try to over-reach.
- ✓ Where objects have to be moved along the floor, they should be pushed rather than pulled.

### Carrying Children

Lifting and carrying children is different to carrying static loads and therefore manual handling training should reflect this. Where possible you should avoid carrying children and follow the procedures below.

- ✓ If a child is stuck on climbing equipment, if possible show the child how to get down or talk them down. If this is not possible and the child is in need of assistance then either support the child by holding their sides or hands to help them keep balance, if a short distance to the ground get the child to jump down holding their hand or if too high support them around the waist and get the child to put their arms around your neck and then bend down as you bring them to the ground.
- ✓ If a child is upset when coming into pre-school and the parent is holding the child get the parent to bring the child to you whilst you are sat on a chair to comfort them.
- ✓ If a child has fallen over then bend down to the child's height to give comfort and assess the injuries etc.
- ✓ If you need a child to move to another area i.e. at circle time, firstly ask them, allowing them 10 seconds processing time, then ask them again holding out your hand, if this is not successful gently guide them to where you need them to be, **do not pick them up.**

**Only Eckington Under Fives Pre-school staff can carry children and only if they have exhausted the above guidelines. Students, parent helpers and pregnant staff members will not be permitted to carry children.**

If you feel you have no option but to carry a child, for instance a child has fallen asleep on you, or they are struggling to walk some distance, follow the guidelines below:

- ✓ Do not place the child on your hip, carry them directly in front of you in order to balance their weight equally.
- ✓ Wherever possible, avoid carrying the child a long distance, take breaks if possible.
- ✓ If in the outdoor environment, walk with care and keep to proper pathways.

### **The Environment**

- ✓ Ensure that the surroundings are safe. Flooring should be even and not slippery, lighting should be adequate, and the temperature and humidity should be suitable.
- ✓ Remove obstructions and ensure that the correct equipment is available.

### **The Individual**

- ✓ Never attempt manual handling unless you have been trained and given permission to do so.
- ✓ Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.

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## **Safety and Suitability of Premises, Environment and Equipment-Sun Policy**

### **Introduction**

Eckington under Fives Pre-school understands the importance of children playing and exploring the great outdoors. We wish to encourage this through providing opportunities for outdoor play such as; forest school, patio and grassed area, park, and outings.

### **Our Aim**

To allow the children access to the outdoor spaces available to Eckington Under Fives Preschool whilst keeping them safe from the sun and the effects of the sun.

## Our Procedures

- All parents will receive information on suitable dress, headwear and sun cream to ensure their child's safety in the sun.
- We recommend as a minimum that children wear a hat, cover their shoulders and wear enclosed shoes during periods of hot weather.
- Parents are requested to apply sun cream to their child before their child arrives at Pre-school.
- Parents are requested to bring in a named bottle of sun cream, which is kept at Pre-school.
- Parents sign to give permission on the admission forms to authorise staff to apply sun cream.
- Staff will help children apply their own sun cream at lunchtimes if staying for a full day. Children will not be allowed outside after lunch unless the parent/carer has signed the admission form to give consent to re-apply sun cream.
- Wherever possible staff and children will avoid going outside to play in hot weather between the hours of 11am – 3pm.
- The Pre-school will provide shady areas to provide welcome shade on sunny days.
- A jug of water and cups will be placed outside on hot days to help remind children of the need to stay hydrated. Staff will encourage the children to drink often.
- All children and staff will be actively encouraged to wear sunhats in hot weather.
- The pre-school has a supply of spare sun hats should children forget their own.
- Staff will plan experiences to help children understand the dangers of the sun and to prevent this through clothing and sun cream.

### Heat waves

Children cannot control their body temperature as efficiently as adults during hot weather because they do not sweat as much and so can be at risk of ill-health from heat. Heat-related illness can range from mild heat stress to potentially life-threatening heatstroke. The main risk from heat is dehydration (not having enough water in the body). If sensible precautions are taken children are unlikely to be adversely affected by hot conditions, however, practitioners should look out for signs of heat stress, heat exhaustion and heatstroke.

### Heat stress

Children suffering from heat stress may seem out of character, or show signs of discomfort and irritability (including those listed below for heat exhaustion). These signs will worsen with physical activity and if left untreated can lead to heat exhaustion or heatstroke.

### Heat exhaustion

Symptoms of heat exhaustion vary but include one or more of the following:

- tiredness
- dizziness
- headache
- nausea

- vomiting
- hot, red and dry skin
- confusion

### **Heatstroke**

When the body is exposed to very high temperatures, the mechanism that controls body temperature may stop working. Heatstroke can develop if heat stress or heat exhaustion is left untreated, but it can also occur suddenly and without warning.

Symptoms of heatstroke may include:

- high body temperature - a temperature of or above 40°C (104°F) is a major sign of heatstroke
- red, hot skin and sweating that then suddenly stops
- fast heartbeat
- fast shallow breathing
- confusion/lack of co-ordination
- fits
- loss of consciousness

### **Protecting children indoors**

During periods of high temperature, the following steps should be taken:

- Open windows as early as possible in the morning before children arrive, or preferably overnight to allow stored heat to escape from the building - it is important to check insurance conditions and the need for security if windows are to be left open overnight.
- Almost close windows when the outdoor air becomes warmer than the air indoors (this should help keep the heat out while allowing adequate ventilation).
- Use outdoor sun awnings if available, or close indoor blinds/curtains, but do not let them block window ventilation.
- Switch off all electrical equipment, including computers, monitors and printers when not in use - equipment should not be left in 'standby mode' as this generates heat. Turn off lights.
- If possible, use those rooms or other spaces which are less likely to overheat, and adjust the layout of learning spaces to avoid direct sunlight on children.
- Oscillating mechanical fans can be used to increase air movement if temperatures are below 35°C; at temperatures above 35°C fans may not prevent heat-related illness and may worsen dehydration.
- If necessary, consider rearranging children's hours so in the setting during cooler periods.
- Encourage children to eat normally and drink plenty of cool water.

In the event of an extreme heat wave, we will ensure that children are protected as reasonably practicable, from the effects of the sun or heat. However, if we feel that the heat is detrimental to their health we will contact parents to collect their children.

For Further information see Public Health England's Heatwave Plan for England

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