



# Caversham Preparatory School

## Risk Assessments

254 EYFS Outdoor Learning Risk Assessment

Risk Assessment Carried out By: Andrea Hutchison

Role: Deputy Head Teacher

Date Completed: 23/01/21

| POTENTIAL HAZARD         | DETAIL   | ACTIONS TO CONTROL RISK  | RESIDUAL RISK | WHAT FURTHER ACTION IS REQUIRED TO CONTROL RISK? |
|--------------------------|--|--|---------------|--|
| <b>Indoor Provision</b>  |  |  |               |  |
| Malleable Materials      | Possible allergic reactions to materials<br>Consumption of materials                                 | Check all information on allergies and avoid allergens<br>Make sure all other materials are sensitive and are diluted according to the instructions<br>Children follow the no consumption rule in this area.   | Low           |  |
| Sand/rice etc            | Sand/rice splashed into eyes, consumption of materials<br>Slipping on sand/rice etc and on the floor | Involve the children in setting the safety rules in these areas<br>Staff to monitor these areas and encourage children to spot and help clear spillages to reduce the risk of slips  | Low           |  |
| Resource Boxes           | Falling toys, heavy boxes being moved unsafely, trapped fingers or drops on toes.                    | Ensure boxes and baskets are not overloaded<br>Provide low storage for boxes<br>Adults to oversee manual handling and model safe techniques  | Low           |  |
| Slips and trips          | Children trip or slip on toys left on the floor  | Set expectations about how much can be out at any one time and encourage children to tidy up what they are no longer playing with to keep the environment safe.<br>Any spills on floor to be mopped up straight away.<br>Any objects on floor that could be a trip hazard to be picked up.   | Low           |  |
| <b>Outdoor Provision</b> |  |  |               |  |
| Contact with soil        | Ingesting soil   | Provide hand washing facilities during and after play<br>Establish good handwashing routines.<br>Children encouraged to follow a no consumption routine in this area   | Low           |  |
| Soil contamination       | Ingesting/ absorbing contaminated soil   | Soil should be checked for contaminants daily, before play<br>This is part of the daily checklist<br>Children follow the no consumption rule in this area<br>Not using manure or any chemicals on the garden or surrounding areas.   | Low           |  |
| Water                    | Drowning<br>Stagnant water, consumption/ absorption of contaminants                                  | Containers provided do not allow children to fall in.<br>Teachers to supervise where water trays are in use and do not fill deeply.<br>Water containers are emptied at the end of each session/ day so they do not go stagnant.<br>Water containers are emptied daily and checked for contaminants.<br>Children are encouraged to follow a no consumption routine in this area.<br>Children are made aware of the hazards of stagnant water. | Low           |  |
| Slips and trips          | Children trip or slip on toys left on the floor  | Set expectations about how much can be out at any one time and encourage children to tidy up what they are no longer playing with to keep the environment safe.<br>Any spills on floor to be mopped up straight away.<br>Any objects on floor that could be a trip hazard to be picked up.   | Low           |  |

Caversham Preparatory School  
16 Peppard Road Reading RG4 8JZ  
Operated by Innova Schools Ltd  
Registered in England Co. No. 5787165

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|---|--|--|---------------|--|
| Wet/dirty clothes   | Children get cold  | Children wear their outdoor shoes<br>School has a supply of spare clothes.<br>Children wear aprons or all in ones for wet and muddy play   | Low           |  |
| Gravel, pebbles, woodchip or other pieces of natural material | Choking  | Any children who are likely to explore putting things into their mouths are identified and given greater supervision in this area<br>Children encouraged to follow a no consumption rule in this area  | Low           |  |
| Using plants and other foraged natural materials              | Ingesting or absorption of poisonous plants<br>Allergies       | Make the children aware of the risk of eating plants<br>Plants within the play area are chosen carefully.<br>Adults to remove hazardous plants<br>Children encouraged to follow a no consumption rule in this area.<br>Children encouraged to wash their hands after play.   | Low           |  |
| <b>Water Play</b>   |  |  |               |  |
| Water tray play   | Children become wet and cold<br>Water is dirty or contaminated | Staff to consider the temperature outside before setting up the water tray<br>If children are playing at the water, ensure aprons are worn<br>All water trays to be emptied at the end of the session/day and refreshed with clean water each day<br>If children have transported soil/sand or other materials into the water then trays need to be washed before they are refreshed | Low           |  |
| Water toys  | Toys hold water and become mouldy or contaminated              | Staff to ensure all water toys are drained and left to dry overnight – toys are periodically sterilized and checked for mould<br>Toys to be replaced when necessary.   | Low           |  |
| Sprays/bubbles  | Bubble solution or spray in the eye                            | Staff to involve children in assessing the risks of blowing bubbles or spraying water and look at how to do it safely<br>Staff to supervise use of bubbles   | Low           |  |
| Water/bubbles on the floor                                    | Slips  | Staff to supervise use of bubbles<br>Any large spills on floor to be swept away straight away  | Low           |  |
| <b>Vegetable Patches and Beds</b>                             |  |  |               |  |
| Contact with soil   | Ingesting soil   | Provide hand washing facilities during and after play<br>Establish good handwashing routines.<br>Children encouraged to follow a no consumption routine in this area   | Low           |  |
| Soil contamination  | Ingesting/ absorbing contaminated soil                         | Soil should be checked for contaminants daily, before play<br>This is part of the daily checklist<br>Children follow the no consumption rule in this area<br>Not using manure or any chemicals on the garden or surrounding areas.   | Low           |  |



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|---|---|---|---------------|--|
| Using gardening tools                       | Cuts/grazes from using tools.<br>Poking or eye injuries.                  | Ensure children are shown how to use the tools safely and that they only work under supervision when using sharp tools<br>Make sure tools available are child sized and appropriate<br>Check all tools regularly for damage and replace where necessary   | Low           |  |
| Growing own food to cook in the environment | Allergic reaction to food.<br>Consumption or absorption of a contaminant. | Children to understand not to put anything in their mouths in this area<br>Foods harvested to be washed and prepared safely<br>Staff carrying out cooking activities to have the relevant food hygiene certification<br>Children to be involved in safe food preparation to develop their understanding | Low           |  |
| Water Butt/watering cans                    | Stagnant water, consumption/absorption of contaminants                    | Watering cans are emptied at the end of each session/ day so they do not go stagnant<br>Watering cans checked for contaminants<br>Children are encouraged to follow a no consumption routine in this area<br>Children are made aware of the hazards of stagnant water                                   | Low           |  |
| Wet/dirty clothes                           | Children get cold   | Children wear their outdoor shoes<br>School has a supply of spare clothes.<br>Children wear aprons or all in ones for wet and muddy play  | Low           |  |
| <b>Sandpit</b>                              |   |   |               |  |
| Sand  | Sand flipping up into eyes  | Talk to the children about playing together in the sand<br>Monitor the number of children playing in the sand pit and regulate if necessary   | Low           |  |
| Cold Weather                                | The sand is too cold to sit in, children may become cold quickly          | Adults to assess the weather conditions and make children aware of the temperatures outside<br>Children not to get in the sand pit if it is too cold  | Low           |  |
| Falling in or out of the sand pit           | Injury from falling over the edge - either into or out of the pit         | Adults to involve children in discussions around safety in the sand pit and how to get in and out safely.<br>Adults to monitor the numbers in the sand pit area to reduce risk of knocking  | Low           |  |
| Slipping on loose sand around the pit       | Children slip and injury themselves on loose sand surrounding the pit     | Adult to model how to empty sand from shoes into the sandpit<br>Adults to monitor and clear the build-up of sand around the pit<br>Sweep sand from the floor into the sandpit before the cover is placed over the sand  | Low           |  |
| Sand contamination                          | Ingesting/ absorbing contaminated sand                                    | The cover needs to be in place at the end of each day<br>Adults to remove the cover and check for any contamination<br>Area around the sandpit to be checked each day for any contamination, rubbish blown in, animal droppings etc.  | Low           |  |

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## Risk Assessments

254 EYFS Outdoor Leaning Risk Assessment

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Date Completed: 23/01/21

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|---|---|---|---------------|--|
| <b>Climbing frame and free-standing large loose parts</b> |   |   |               |  |
| Climbing frame  | Falling from a height, slipping on equipment                                      | All children to have a safety talk before using the equipment and numbers are restricted to avoid collisions and overcrowding<br>Equipment is checked daily to use to ensure all parts are safe and secure  | Low           |  |
| Crates, planks, tyres, blocks, cable reels                | Slips, trips or falls<br>Knocks from falling or moving blocks                     | Children have a safety talk prior to using the equipment and agree how to use it safely<br>Daily reminders are given about assessing the risk in their play<br>Weather conditions to be considered when accessing the equipment<br>Area to be monitored to ensure surroundings are clear<br>All equipment is checked regularly to look for damage<br>Equipment to be assessed/dried after periods of rain | Low           |  |
| <b>Wheeled Vehicles</b>                                   |   |   |               |  |
| Riding on the bikes/scooters                              | Knocking other children, clothing trapped in moving parts, bikes/scooters tipping | Involve children in safety talks about using the bikes<br>Make sure children do not wear scarves to avoid tangling in wheels<br>Keep them to hard surface area to avoid muddy/slippery wheels<br>Ensure all wheeled toys are checked over regularly for damage and replaced when necessary  | Low           |  |
| Shuffle boards  | Tipping off the board<br>Overshooting the board/ falling off                      | Model to the children how to ride the boards safely<br>Check boards over each time they are out to check wheels are secure and turning freely<br>Use in coned-off area only   | Low           |  |



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## Risk Assessments

### Review

| Review Details        |               |                              |                      |
|-----------------------|---------------|------------------------------|----------------------|
| Date review conducted | By Who        | Findings of Review           | Next review due date |
| 01/09/2022            | Andrew Lawson | Removed Covid 19 references. | 01/09/2023           |
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