



COULSDON C OF E PRIMARY SCHOOL

Bradmore Green, Old Coulsdon, Surrey, CR5 1ED

EYFS Risk Assessment 2025-2026

Reception

Across the Early Years environment we aim to offer a wide range of exciting and engaging learning opportunities to help develop children's foundation skills. In any situation where there are a number of children working and playing together there are risks but there are also benefits. We take the health and safety of children very seriously and assess each situation by considering the potential risks and the benefits, and then through discussion we can decide if the risks can be managed appropriately and that the benefits are valid, reasonable and productive in moving children's learning forward.

All risk assessments are reviewed yearly to ensure they are up-to-date and relevant. However, an assessment will be made immediately if there is an incident or an area of the environment is adapted or changed in any significant way.



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Benefit Risk Assessment: Indoor Activities

<u>Activity/Hazard</u>	<u>Benefit</u>	<u>Risks</u>	<u>Risk assessment</u>			<u>Elimination/ Control Methods</u>	<u>Who/ When</u>	<u>Progress</u>
			<u>L</u>	<u>C</u>	<u>R</u>			
Malleable activities	Physical development as well as motor skills practice.	Possible allergic reactions to materials. Consumption of materials	p o s s i b l e	M i n o r	M o d e r a t e	Check all information on allergies and avoid allergens. Make sure all other materials are sensitive and are diluted according to the instructions. Children follow the no consumption rule in this area	Staff and Parents	
Toy boxes	Add stimulus to play increasing opportunities for vocabulary, interaction and communication.	Falling toys, heavy boxes being moved unsafely, trapped fingers or drops on toes.	p o s s i b l e	M o d e r a t e	H i g h	Ensure boxes and baskets are not overloaded. Provide low storage for boxes. Adults to oversee manual handling and model safe techniques.	Staff and Children	
Slips and trips		Children trip or slip on toys left on the floor	p o s s i b l e	M i n o r	M o d e r a t e	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. Any spills on the floor to be mopped up straight away. Any objects on the floor that could be a trip hazard to be picked up.	Staff and Children	

Scissors, hole punches	Promotes the children's motor skills and creative play	Children cut themselves or others	Possible	Minor	Moderate	<p>Talk to the children about the use of scissors, e.g. for paper and card. The scissors must be used to cut. Make it clear to the children that you don't use the scissors to cut hair or each other's clothes.</p> <p>Model to the children how to use scissors and walk with them safely. Model how to use the hole punches.</p>	Staff and Children	
Open shelves	Encourage independence and self-selection of resources	Children climb the shelves or hang of it causing shelves to fall	Unlikely	Moderate	Moderate	<p>Talk to the children about the open shelves and how to use them safely. Encourage the children to find an adult if a child is using the shelves incorrectly.</p>	Staff and Children	
Bus	Promotes role play	Children climb on bus or hang of it and fall	Possible	Moderate	High	<p>Talk to the children about the bus safely</p> <p>Restrict numbers to 10.</p> <p>Safety mat inside</p> <p>Encourage the children to find an adult if a child is using the bus incorrectly</p>	Staff and Children	

Moving Furniture		Injury to back and other muscular injuries	U n l i k e l y	M o d e r a t e	M o d e r a t e	Drawers and shelves to be emptied before any attempts are made to move furniture. 2 people to do the job if possible to minimise risk. Manual handling guidelines and policy to be followed at all times.	Staff	
Plugs		Burns or internal damage	P o s s i b l e	M a j o r	H i g h	All plugs have safety shutters that prevent children accessing live terminals.	Children	
Painting	Promotes the children's motor skills and creative play	Contact with eyes and skin Spillages causing a slip hazard	P o s s i b l e	M a j o r	H i g h	Staff to watch for adverse reactions when children use the paint Lids to be put on paint pots, adult supervision in the creative area. Facilities to wash immediately. Any spills on floor to be mopped up straight away. Any objects on floor that could be a trip hazard to be picked up.	Staff and Children	

Sticking and gluing	Promotes the children's motor skills and creative play	Contact with eyes, hair and skin	Possible	Major	High	Only approved products to be used Adhesives to be water based rather than solvent based. No glue guns, super glue or spray adhesives to be used. Manufacturer's instructions to be read and followed by staff		
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Benefit Risk Assessment: Mud Kitchen and Digging Patch

<u>Activity/Hazard</u>	<u>Benefit</u>	<u>Risks</u>	<u>Risk assessment</u>			<u>Elimination/ Control Methods</u>	<u>Who/ When</u>	<u>Progress</u>
			<u>L</u>	<u>C</u>	<u>R</u>			
Contact with soil	Exposure to beneficial bacteria to build a healthy immune system. Sensorial open ended materials. Normal childhood experience.	Ingesting soil	Unlikely	Minor	Low	Provide hand washing facilities during and after play Establish good handwashing routines. Children encouraged to follow a no consumption routine in this area	Staff at the beginning of each session	
Soil contamination	Children can be involved in checking the area before play creating a sense of ownership and raising awareness of potential	Ingesting/ absorbing contaminated soil	Unlikely	Minor	Low	Provide washing facilities and at times of extreme mud, provide rinsing facilities outside. Staff to monitor floor areas for water and mop up when necessary.	Staff and Children	

	hazards.						
Washing up hands	Children learn good hygiene practices	Wet areas Slips and trips	P o s s i b l e	M i n o r	M o d e r a t e	Provide washing facilities and at times of extreme mud, provide rinsing facilities outside. Staff to monitor floor areas for water and mop up when necessary.	Staff and Children
Water	Adds a new dimension to the play, changing the states of materials so children can mix, tip, pour and stir to create potions, stews and soups. Covers aspects of maths, and science.	Drowning Flooding during prolonged or heavy rain.	P o s s i b l e	M i n o r	M o d e r a t e	Containers provided do not allow children to fall in. Teachers to supervise where large trugs are in use and do not fill deeply. Staff to monitor the area during prolonged heavy rain.	Staff at the beginning of each session
Water	As above	Stagnant water, consumption/absorption of contaminants	U n l i k e l y	M o d e r a t e	M o d e r a t e	Water containers are emptied at the end of each session/day so they do not go stagnant. Water containers are emptied regularly and checked for contaminants. Children are encouraged to	Staff at the beginning of each session

						<p>follow a no consumption routine in this area.</p> <p>Children are made aware of the hazards of stagnant water.</p>		
Wet/dirty clothes	<p>Children become responsible for their own belongings</p> <p>Children practice changing clothes and shoes.</p>	Children get cold	P o s s i b l e	i n s i g n i f i c a n t	L o w	<p>Parents have supplied mud suits and wellies that they do not mind getting muddy.</p> <p>Parents also bring in coats everyday despite the weather.</p>	School Parents Weekly	
Gravel, pebbles, woodchip or other pieces of natural material	<p>Fine and gross motor skills are developed when lifting, mixing, stirring and pouring The connection to nature</p>	Choking	U n l i k e l y	M o d e r a t e	M o d e r a t e	<p>Any children who are likely to explore putting things into their mouths are identified and given greater supervision in this area.</p> <p>Children encouraged to follow a no consumption rule in this area</p>	Staff Daily	

Using plants and other foraged natural materials	Connection to nature Creative stimulus Sensorial Open ended materials	Ingesting or absorption of poisonous plants Allergies	U n l i k e l y	M o d e r a t e	M o d e r a t e	Raise the risk of eating plants Plants within the play area are chosen carefully. Adults to remove hazardous plants Children encouraged to follow a no consumption rule in this area. Children encouraged to wash their hands after play.	Staff	
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Benefit Risk Assessment: Climbing equipment and free-standing equipment

<u>Activity/Hazard</u>	<u>Benefit</u>	<u>Risks</u>	<u>Risk assessment</u>			<u>Elimination/ Control Methods</u>	<u>Who/ When</u>	<u>Progress</u>
			<u>L</u>	<u>C</u>	<u>R</u>			
Climbing frame and stacks	Opportunity to see the environment from a different perspective, practice jumping, climbing and sliding from different heights Incorporate equipment into role play	Falling from a height, slipping on equipment	P o s s i b l e	M o d e r a t e	H i g h	All children have a safety talk before using the equipment and numbers are restricted to avoid collisions and overcrowding. Equipment is checked prior to use to ensure all parts are safe and secure.	Staff and children	

Tyres and planks	Children develop their motor skills and balance. Creative play.	Slips, trips or falls. Knocks from falling or moving blocks.	P o s s i b l e	M i n o r	M o d e r a t e	Provide washing facilities and at times of extreme mud, provide rinsing facilities outside. Staff to monitor floor areas for water and mop up when necessary.	Staff and Children	
Wooden building blocks	Children develop their motor skills and balance. Creative play.	Slips, trips or falls. Knocks from falling or moving blocks. Being dropped on limbs. Using as a weapon	P o s s i b l e	M o d e r a t e	H i g h	All children have a safety talk before using the equipment and numbers are restricted to avoid collisions and overcrowding. Equipment is checked prior to use to ensure all parts are safe and secure.	Staff and Children	

Benefit Risk Assessment: Wheeled Toys

<u>Activity/Hazard</u>	<u>Benefit</u>	<u>Risks</u>	<u>Risk assessment</u>			<u>Elimination/ Control Methods</u>	<u>Who/ When</u>	<u>Progress</u>
			<u>L</u>	<u>C</u>	<u>R</u>			
Riding on and being a passenger on the bike/trikes	Physical development, spatial awareness, communication and social skills. Part of creative play.	Knocking other children, clothing trapped in moving parts, bikes tipping.	P o s s i b l e	M i n o r	M o d e r a t e	Involve children in safety talks about using the bikes in the playground. Make sure children do not wear scarves in playground to avoid tangling in wheels. Limit the number of wheeled toys in the playground at any	Children and staff	

						<p>one time and keep them to hard surface area to avoid muddy/slippy wheels.</p> <p>Ensure all wheeled toys are checked over regularly for damage and replaced when necessary.</p>		
Scooting around the playground	Physical development, co-ordination. Social and creative play.	Knocking into other children, scooters tipping/sliding. Clothing trapped in moving parts	P o s s i b l e	M i n o r	M o d e r a t e	<p>Involve children in safety talks about using the scooters in the playground space.</p> <p>Make sure children do not wear scarves in the playground to avoid tangling in wheels. Limit the number of wheeled toys in the playground at any one time and keep them to hard surface area to avoid muddy/slippy wheels.</p> <p>Ensure all wheeled toys are checked over regularly for damage and replaced when necessary.</p>	Children and staff	
Balance Boards	Physical development, coordination and balance	Tipping off the board. Overshooting the board/ falling off.	P o s s i b l e	M i n o r	M o d e r a t e	<p>Model to the children how to balance on the boards safely.</p> <p>Use the balance boards on a flat surface area to avoid falling off.</p>		

Benefit Risk Assessment: Wheeled Toys

<u>Activity/Hazard</u>	<u>Benefit</u>	<u>Risks</u>	<u>Risk assessment</u>			<u>Elimination/ Control Methods</u>	<u>Who/ When</u>	<u>Progress</u>
			<u>L</u>	<u>C</u>	<u>R</u>			
Riding on and being a passenger on the bike/trikes	Physical development, spatial awareness, communication and social skills. Part of creative play.	Knocking other children, clothing trapped in moving parts, bikes tipping.	P o s s i b l e	M i n o r	M o d e r a t e	<p>Involve children in safety talks about using the bikes in the playground.</p> <p>Make sure children do not wear scarves in playground to avoid tangling in wheels. Limit the number of wheeled toys in the playground at any one time and keep them to hard surface area to avoid muddy/slippy wheels.</p> <p>Ensure all wheeled toys are checked over regularly for damage and replaced when necessary.</p>	Children and staff	
Scooting around the playground	Physical development, co-ordination. Social and creative play.	Knocking into other children, scooters tipping/sliding. Clothing trapped in moving parts	P o s s i b l e	M i n o r	M o d e r a t e	<p>Involve children in safety talks about using the scooters in the playground space.</p> <p>Make sure children do not wear scarves in the playground to avoid tangling in wheels. Limit the number of wheeled toys in the playground at any one time</p>	Children and staff	

						and keep them to hard surface area to avoid muddy/slippy wheels. Ensure all wheeled toys are checked over regularly for damage and replaced when necessary.		
Balance Boards	Physical development, coordination and balance	Tipping off the board. Overshooting the board/ falling off.	P o s s i b l e	M i n o r	M o d e r a t e	Model to the children how to balance on the boards safely. Use the balance boards on a flat surface area to avoid falling off.		

Benefit Risk Assessment: Growing tyre and vegetable gardens

<u>Activity/Hazard</u>	<u>Benefit</u>	<u>Risks</u>	<u>Risk assessment</u>			<u>Elimination/ Control Methods</u>	<u>Who/ When</u>	<u>Progress</u>
			<u>L</u>	<u>C</u>	<u>R</u>			
Contact with soil	Exposure to beneficial bacteria to build a healthy immune system. Sensorial open ended materials. Normal childhood experience.	Ingesting soil	U n l i k e l y	M i n o r	L o w	Provide hand washing facilities during and after play. Establish good handwashing routines. Children encouraged to follow a no consumption routine in this area.	Staff At the beginning of each session	

Soil contamination	Children can be involved in checking the area before play creating a sense of ownership and raising awareness of potential hazards	Ingesting/ absorbing contaminated soil	Unlikely	Minor	Low	Soil should be checked for contaminants daily, before play. This is part of the daily checklist. Children follow the no consumption rule in this area. Not using manure or any chemicals on the garden or surrounding areas.	Staff Part of daily checklist	
Using gardening tool	Children develop safe handling skills; understand the purpose of gardening tools.	Cuts/grazes from using tools. Poking or eye injuries.	Possible	Moderate	High	Ensure children are show how to use the tools safely and that they only work under supervision when using sharp tools. Make sure tools available are child sized and appropriate. Check all tools regularly for damage and replace where necessary	Staff and children	
Wet/dirty clothes	Children become responsible for their own belongings Children practice changing clothes and shoes	Children get cold	Possible	insignificant	Low	Children keep wellies at the setting. School has a supply of spare clothes. Parents are asked to supply coats that they do not mind getting muddy.	School Parents	

Benefit Risk Assessment: Sand and Water

<u>Activity/Hazard</u>	<u>Benefit</u>	<u>Risks</u>	<u>Risk assessment</u>			<u>Elimination/ Control Methods</u>	<u>Who/ When</u>	<u>Progress</u>
			<u>L</u>	<u>C</u>	<u>R</u>			
Sand play	Sociable play, motor skills, creative play, language development.	Sand flipping up into eyes.	U n l i k e l y	M i n o r	L o w	<p>Talk to the children about playing together in the sand and use the rhyme - 'the sand stays down low or out you go'</p> <p>Monitor the number of children playing in the sand pit and regulate if necessary.</p>	Staff and children	
Slipping on loose sand around the pit	Children benefit from playing in a large sand pit and connecting with the material.	Children slip and injury themselves on loose sand surrounding the pit.	P o s s i b l e	M i n o r	M o d e r a t e	<p>Adult to model how to empty sand from wellies, into the sandpit.</p> <p>Adults monitor and clear the build-up of sand around the pit.</p> <p>Sweep sand from the walls into the sandpit before the cover is placed over the sand.</p>	Staff	

Sand contamination	Children can be involved in checking the area before play creating a sense of ownership and raising awareness of potential hazards	Ingesting/ absorbing contaminated sand	U n l i k e l y	M i n o r	L o w	The cover needs to be in place at the end of each day. Adults to remove the cover and check for any contamination. Area around the sandpit to be checked each day for any contamination, rubbish blown in, animal droppings etc.	Staff	
Sand and water	Sociable play, motor skills, creative play, language development. Science and mathematical development	Water or sand splashed into eyes, consumption of materials.	p o s s i b l e	M i n o r	M o d e r a t e	Involve the children in setting the safety rules in these areas.	Staff and children	
Sand and water	Sociable play, motor skills, creative play, language development. Science and mathematical development.	Slipping on sand and water on the floor	p o s s i b l e	M i n o r	M o d e r a t e	Staff to monitor these areas and encourage children to spot and help clear spillages to reduce the risk of slips.	Staff and children	

Water tray play	Science exploration on water movement, maths capacity, motor skill development in filling and pouring	Children become wet and cold	U n l i k e l y	M i n o r	L o w	Staff to consider the temperature outside before placing water trays out. If children are playing at the water ensure cover-ups are available to use.	Staff and children	
Water	As above	Water is dirty or contaminated	U n l i k e l y	M i n o r	L o w	All water trays to be emptied at the end of the session/day and refreshed with clean water each day. If children have transported soil/sand or other materials into the water then trays need to be washed before they are refreshed.	Staff and children	
Water toys	Offer creativity in the water play, can facilitate maths and science talk and interactive play.	Toys hold water and become mouldy or contaminated.	U n l i k e l y	M i n o r	L o w	Staff to ensure all water toys are drained and left to dry overnight - toys are periodically sterilized and checked for mould. Toys to be replaced when necessary.	Staff and children	

Sand cover/Excess Water		Drowning Slips and trips. Weight of wooden cover	Possible	Catastrophe	High	Staff to check the sand pit cover daily for excess rain water. To empty as necessary before use. If due to bad weather sand pit cover remains on ensure no excess water has collected. Be careful of weight of wooden cover when not in use.	Staff	
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Benefit Risk Assessment: Stage

<u>Activity/Hazard</u>	<u>Benefit</u>	<u>Risks</u>	<u>Risk assessment</u>			<u>Elimination/ Control Methods</u>	<u>Who/ When</u>	<u>Progress</u>
			<u>L</u>	<u>C</u>	<u>R</u>			
Stage	Sociable play, motor skills, creative play, language development.	Falling off	Possible	Minor	Moderate	Talk to the children about how to get on and off the stage.	Staff and children	

Daily Safety Checklist

Item	Details	Tick or Comment
OUTDOOR ENVIRONMENT		
1	Gate to front of school to be locked	
2	Check sand pit cover for excess water	
3	Check under the canopy, sweep if necessary	
4	Pick up litter	
5	Clean tuff trays	
6	Check outdoor furniture is safe	
7	Remove any broken/unsafe outdoor toys and equipment	

8	Check the outdoor surface is safe	
9	Storage shed is locked	
INDOOR ENVIRONMENT		
1	Check toilets and sinks are clean and there is sufficient toilet paper and soap.	
2	Check indoor furniture and equipment is safe	
3	Check the fruit is clean and that the children have access to fresh water	
4	Unlock the fire doors to the outside area	
5	Place chairs out around tables and check for damage	
6	Check classroom floor	

Risk Matrix

		Consequence					
		Insignificant	Minor	Moderate	Major	Catastrophic	
Likelihood	Almost certain	Moderate	High	High	Extreme	Extreme	
	Likely	Moderate	Moderate	High	Extreme	Extreme	
	Possible	Low	Moderate	High	High	Extreme	
	Unlikely	Low	Low	Moderate	High	High	
	Rare	Low	Low	Low	Moderate	High	

