**A close up of a logo

Description automatically generatedOfsted registered childcare - Covid Risk Assessment template – Updated 03.03.21**

**Please ensure that you regularly check for the latest Government advice & guidance on the DFE GOV.UK website.**

**The information contained in this guidance has been prepared solely for the purpose of assisting providers in the areas that they may need to consider as part of their Covid19 Risk Assessment. It has been based on guidance from the Government which was available at the time of writing, as referred to below and other good practice guidance. We have also provided some links to additional information that may assist with your planning. It should not be solely relied on. It remains the owner's / Ofsted registered person / organisation’s sole responsibility to check for the latest advice & guidance on the DFE GOV.UK website to ensure you plan your re-opening based on your specific settings situation.**

Guidance used to create this template:

Gov.Uk [Guidance - Education, universities and childcare](https://www.gov.uk/coronavirus/education-and-childcare#early-years-and-childcare)

LBWF The HUB Early Years - [Guidance - COVID 19 Suspected and Confirmed cases in Education sector](https://thehub-beta.walthamforest.gov.uk/guidancesuspectedcases)

This page includes:

* This Covid RA template
* Ofsted Registered Early Year’s and Childcare provision Process flowchart: What to do if there is a suspected or confirmed case of COVID-19 in an Early Years setting – Last updated 30th December 2020
* Childcare settings Q&A’s
* Childminders Q&A’s
* Jan 2021 lockdown Q&A’s
* Guidance to support children and families during self-isolation

LBWF The HUB [Early Years Latest Covid-19 advice and information](https://thehub-beta.walthamforest.gov.uk/latest-covid-19-advice-and-information)

LBWF The HUB [Early Years Policies and Procedures](https://thehub-beta.walthamforest.gov.uk/earlyyearpoliciesandprocedures)

DFE Guidance (current at the time of this update):

* [Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures?priority-taxon=b350e61d-1db9-4cc2-bb44-fab02882ac25)
* [Guidance Safe working in education, childcare and children’s social care](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care)
* [Guidance What parents and carers need to know about early years providers, schools and colleges during COVID-19](https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak)
* [Guidance Rapid lateral flow testing for households and bubbles of school pupils and staff](https://www.gov.uk/guidance/rapid-lateral-flow-testing-for-households-and-bubbles-of-school-pupils-and-staff?priority-taxon=b350e61d-1db9-4cc2-bb44-fab02882ac25)
* [Guidance for parents and carers of children attending out-of-school settings during the coronavirus (COVID-19) outbreak](https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak?priority-taxon=b350e61d-1db9-4cc2-bb44-fab02882ac25)
* [COVID-19: guidance on supporting children and young people’s mental health and wellbeing](https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing?priority-taxon=b350e61d-1db9-4cc2-bb44-fab02882ac25)
* [Protective measures for holiday or after-school clubs and other out-of-school settings for children during the coronavirus (COVID-19) outbreak](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak?priority-taxon=b350e61d-1db9-4cc2-bb44-fab02882ac25)
* [Safeguarding and remote education during coronavirus (COVID-19)](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19?priority-taxon=b350e61d-1db9-4cc2-bb44-fab02882ac25)

**Please ensure that you regularly check for the latest Government advice & guidance on the** [**DFE GOV.UK**](https://www.gov.uk/coronavirus) **website.**

We have been and are still running regular Zoom Q&A sessions for providers which is being delivered by Early Years and Childcare & Public Health.

|  |  |  |  |
| --- | --- | --- | --- |
| **Management** |  |  |  |
| The manager or management committee should:   * + ensure that the risks of COVID-19 presented to children, staff and visitors are reduced to an acceptable level.   + To conduct all activities safely and in accordance with legislative standards and in consideration of government guidance.   + To provide safe working and learning conditions   + To ensure a **system of controls** are put into practise following the identification of risks and the allocation of resources to control them.   + Develop and regularly assess the effectiveness of our H&S policy, risk assessments and action plans and continue to implement requirements.   + Ensure all documentation is regularly reviewed to meet current need and any updated guidance from the Government   + Ensure staff have access to any training or instruction required to implement the action plan   + Prioritise the wellbeing of all children and staff and ensure there is appropriate support in place |  |  |  |
| **Planning and organising** | **How will this requirement be met** | **Responsible person in organisation** | **Completion Deadline** |
| **Assess demand for childcare provision vs ability to supply** |  |  |  |
| Identify likely numbers of pupils and agree required staffing resource and approach and liaise with your local authority on your plans. |  |  |  |
| It may be necessary for providers to introduce a temporary cap on numbers and/or phased return of children to ensure that safety is prioritised. |  |  |  |
| If you are not able to fully reopen, create a priority list for attendance if you must restrict numbers (you may want to consider some or all of the following, priority should be given to vulnerable children and those with SEND):   * + Children who are Looked after or previously Looked after   + Children subject to CP or CIN plans   + Children with SEND / SEN Support Plans   + Children who have an EHCP   + Other vulnerable children (professional judgement) could include Open cases to Early Help or Children and Family Centres, Young Carers, children who have teenage parents, children who live in temporary accommodation etc   + Children of parents who are Keyworkers or Critical care worker (as per Government definition)   + Working families |  |  |  |
| Consider revising service delivery model and/or reduce opening hours/session lengths to ensure that safety is prioritised. |  |  |  |
| Consider any parental contractual implications if you are not able to offer all of the childcare hours that you have been commissioned by them to provide |  |  |  |
| **Disapplications**  Check which specific EYFS disapplications are in place for any provider who cannot comply with the early years foundation stage (EYFS) requirements in full due to restrictions or requirements imposed through the national lockdown. | [Statutory guidance](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)  [Early years foundation stage (EYFS) statutory framework](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2) |  |  |
| **Attending more than one setting** - There may be situations where a child needs to attend more than one setting, for example, children attending a childminder before their nursery opens so that their parent or carer may go to work. Parents and carers should be encouraged to limit the number of settings their child attends, ideally ensuring their child only attends the same setting consistently. This should also be the same for staff. Where a child routinely attends more than one setting on a part time basis, settings, encourage parents and carers to work through the ‘system of controls’ collaboratively with you to address any risks identified and allow them to jointly deliver appropriate care for the child. This section of the guidance contains more information about the ‘system of controls’ for settings. |  |  |  |
| **Consult with parents about your plans** |  |  |  |
| Inform parents about your Covid systems of controls which will include your Covid RA and action plan, including numbers of places available and any priority criteria for places. |  |  |  |
| Parents will be anxious.  Plan content and timing of communications to parents (including discussing attendance expectations and other specific things that parents should do to help prepare returning children, for example, arrangements for drop-off/collection, arrangements to keep children safe – see below). |  |  |  |
| Discuss transition arrangements with parents |  |  |  |
| Consider how you will communicate to parents/carers:   * your expectation of how they should adhere to any recommendations from the setting to help reduce the risk of transmission * Information about keeping their child at home if they or anyone within the household is displaying symptoms of COVID-19, or if otherwise advised to by the setting or another appropriate Body (GP or NHS Track and Trace, for example) * Your drop-off and collection arrangements put in place by the setting * Your expectation of them to ensure their child is aware of any protective measures put in place by the setting and to encourage them to comply (e.g. washing hands, using tissues etc) * Your expectation that parents and carers must adhere to Government guidance at all times to reduce the risk of transmission * Your expectation that parents and carers ensure their child does not mix socially outside of setting, other than as permitted by current Government guidance |  |  |  |
| Create a ‘communication strategy’ e.g. more frequent newsletters |  |  |  |
| **Children** |  |  |  |
| Consider:   * how children can be supported to observe the Health and Safety rules of the setting, including new arrangements in response to COVID-19. * Make staff aware if children are feeling unwell or appear unwell, they should be monitored and observed. This will identify any additional actions needed to be taken in accordance with government/public health guidance |  |  |  |
| Plan to resume taking attendance registers and continuing to provide updated headcount submissions to the early years and childcare team within 24 hours of child starting or leaving setting to enable LA to update payment figures and submit attendance data to DfE |  |  |  |
| **Clinically extremely vulnerable children**   * Plan how children of critical workers and vulnerable children will be accommodated alongside other returning children and encourage attendance (unless they are extremely clinically vulnerable and shielding, or medical advice or further guidance suggests they should not attend). * DFE Guidance (Nov 2020) states parents should be advised to speak to their child’s GP or specialist clinician if they have not already done so, to understand whether their child should still be classed as clinically extremely vulnerable. * Those children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend childcare or nursery during the period this advice is in place. * Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend education or childcare. |  |  |  |
| Children are hearing about the Coronavirus too and naturally, may be feeling scared and anxious. Plan likely mental health, pastoral or wider wellbeing support for children returning to your childcare provision (for example, bereavement support) and discuss with your local authority what wider support services are available. Work with the LA’s Children and family Centre and/or Early Help Services to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to children who were not previously affected. | Encourage staff and parents to register for the new Waltham Forest Children and Family Centre Facebook page so that they are aware of the range of support services available to them <https://www.facebook.com/groups/lbwfcfc> |  |  |
| **Supporting children with SEND and Vulnerable children** |  |  |  |
| Agree what returning support is available for vulnerable and/or disadvantaged children (children with a Social Worker or an open case with Early Help or Children and Family Centres) and put in place provision in conjunction with families (to gain their wishes and feeling regarding support needed)and other agencies and engage with partners who will help to provide that support, for example, local authorities. |  |  |  |
| Agree what returning support is available and put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families (to gain their wishes and feeling regarding support needed)and other agencies and engage with partners who will help to provide that support, for example, local authorities |  |  |  |
| Ensure arrangements are in place to ensure EHCP assessment applications are made as appropriate and monitored to ensure completion, particularly those children transitioning to Reception in September. |  |  |  |
| Children are hearing about the Coronavirus too and naturally, may be feeling scared and anxious, particularly children with developmental delay/SEND and possibly vulnerable children  Explore therapeutic interventions for children |  |  |  |
| Work with the LA’s Early Years and Childcare and SEND services and families to identify what provision can be reasonably provided for in line with education, health and care (EHC) plans. |  |  |  |
| Liaise with child’s lead professional to let them know where the parents have chosen not to take up their place.   1. children with developmental delay/SEND or vulnerable children with a Social Worker or 2. an open case with Early Help or Children and Family Centres to agree plan for return, or support whilst at home |  |  |  |
| **Workforce** |  |  |  |
| * Ensure staff can carry out all work in accordance with the policy, risk assessment and action plan, including additional tasks as part of the response to COVID-19 |  |  |  |
| * Ensure staff have the opportunity to contribute to the risk assessment and action planning process |  |  |  |
| * Ensure staff remain responsible for reporting any (potential or actual) Health and Safety risks related to COVID-19 to the Manager |  |  |  |
| * Ensure that staff undertake any training to support implementation of the R.A action plan and to identify any individual needs which may impact on the delivery of the plan |  |  |  |
| * Decide content and timing of staff communication(s) including if bringing staff in in advance of pupils returning is necessary. |  |  |  |
| * Draw up a list of staff with long term health issues e.g. diabetes, asthma. |  |  |  |
| * Draw up a table of any staff self-isolating, showing start date and planned end-date. |  |  |  |
| * Discuss transition arrangements with staff |  |  |  |
|  |  |  |  |
| * Ensure that the facilities for staff allow for social distancing |  |  |  |
| * Ensure that the staff attending are aware of the most up to date [**Covid-19**](https://www.nhs.uk/conditions/coronavirus-covid-19/) information on the NHS inform website. |  |  |  |
| * Ensure that you have the right staff to support the physical and emotional needs of children and staff |  |  |  |
| * Review staff supervision rota to enable more frequent 1-2-1 supervision sessions for the first 3 months of reopening |  |  |  |
| * **First Aid**   Emergency first aid The Health and Safety Executive published guidance on first aid during coronavirus (COVID-19) which supports local risk assessments and provides guidance for first aiders. It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards, including washing hands. More information on paediatric first aid certificates during the COVID pandemic can be found in the [guidance on temporary early years foundation stage (EYFS) coronavirus (COVID-19) disapplications.](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications)  Develop plans to manage a skeleton staff and adapt current systems and procedures to support this. Consider how staff carrying out statutory roles, as set out in the EYFS will remain available (Manager, Named Deputy, SENCO, DSL, Paediatric First Aid trained staff) | [HSE First Aid during Coronavirus](https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm) - |  |  |
| * **Clinically extremely vulnerable staff** * Identify staff who can’t return to your childcare provision at this point (for example, those who are extremely clinically vulnerable or those who are clinically vulnerable or living with someone who is extremely clinically vulnerable and stringent social distancing cannot be adhered to onsite) and how they can work from home (for example, supporting remote education). |  |  |  |
| * Agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times). |  |  |  |
| * Ensure sufficient staff numbers to keep group sizes small |  |  |  |
| * Agree staff workload expectations (including for leaders). |  |  |  |
| * Decide what staff training (either delivered remotely or in your childcare provision) is needed to implement any changes your childcare provision plans to make (for example, risk management, curriculum, behaviour, safeguarding). | [Working safely during coronavirus](https://www.acas.org.uk/coronavirus/returning-to-the-workplace) |  |  |
| * Consult with staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful. See | [Working safely during coronavirus](https://www.acas.org.uk/coronavirus/returning-to-the-workplace) |  |  |
| * discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this |  |  |  |
| * Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers |  |  |  |
| * Put in place measures to check on staff wellbeing (including for leaders). Staff may be feeling scared and anxious. Plan likely mental health, pastoral or wider wellbeing support for staff returning to your childcare provision (for example occupational health & bereavement support). |  |  |  |
| What staff can encourage parents to do   * Inform parents and communities about the measures that you are taking and get their help to implement them * Talk to their children about coronavirus (COVID-19), social distancing and hand washing * Do not gather at entrances or in playgrounds, and model social distancing so that their children learn good practice. * Follow the GOV guidance for households with possible coronavirus infection |  |  |  |
| Consider speaking to local schools or organisations that may consider allowing your staff to park on their premises to avoid the need to travel on public transport, or buying parking permits from the LA |  |  |  |
| **Learning** |  |  |  |
| * Agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to ‘catch up’ support. |  |  |  |
| * Agree ongoing learning offer for children who can’t attend your childcare provision, as well as offer for those that continue to be out of your childcare provision. Think about engaging parents and children in digital education resources | Encourage staff and parents to register for the new [Waltham Forest Chit Chat Pitter Pat](https://www.facebook.com/chitchatpitterpatLBWF/?ref=py_c) home learning Facebook page for daily learning ideas |  |  |
| * Consider how you structure your learning * Individual working * group work using technology * Alternative approaches that allow for social distancing (for example during games and activities) |  |  |  |
| Consider the content of your teaching and support:   * Tailor key messages and information to the children in your care * Careful and considered communication about risks and behaviours * Personal resilience * hygiene * Staying healthy * Staying fit |  |  |  |
| Ensure setting is engaged in the LA’s starting school together project to ensure appropriate plans are in place during the Summer Term to facilitate a smooth transition for children starting reception in September 2020 | Information regarding Starting School Partnership meetings can be found here:  **For practitioners** -  [https://thehub-beta.walthamforest.gov.uk/transition-to-school](https://protect-eu.mimecast.com/s/thQ4CXQW9InKv0DhVXeur?domain=thehub-beta.walthamforest.gov.uk)  Please signpost families who have a child transitioning to Reception in September 2020 to this exciting project through the link below:  **For families -**<https://www.walthamforest.gov.uk/content/starting-school-together> |  |  |
| Ensure sufficient equipment available for each room/ group space |  |  |  |
| **Protective measures and hygiene** |  |  |  |
| * Refresh your risk assessments and other health and safety advice for children, young people and staff in light of recent government advice, identifying protective measures. * Read the Governments advice on protective measures and safe working and agree how this will be implemented in your childcare provision, including agreeing on any necessary updated health and safety policy and risk assessments |  |  |  |
| * Decide the physical and organisational structures needed to limit risks and limit movement around the building(s), for example: * classroom layouts, * entry and exit points, * staggered arrival and departure times * stagger lunch times, * stagger break times * stagger the movement of pupils around the setting to reduce large groups of children gathering, * class sizes, * lunch queues, * use of communal staff areas. * Agree how safety measures and messages will be implemented and displayed around your childcare provision. |  |  |  |
| * Shared staff spaces * You should plan how shared staff spaces are set up and used to help staff to distance * from each other. Use of staff rooms should be minimised, although staff must still have a * break of a reasonable length during the day. * Adopting the ‘system of controls’ set out here in a robust way will ensure that there are * proportionate safeguards for children and staff and reduce the risk of transmission. |  |  |  |
| Health and safety on arrival and at the end of the day for service users – Plan parents’ drop-off and pick-up protocols that minimise adult to adult contact |  |  |  |
| **Visitors:** Currently (Nov 2020- Please check the latest DFE Guidance), settings should restrict all visits to the setting to those that are absolutely necessary. This means suspending parent and carer visits for:   * new admissions, * settling-in children new to the setting * attending organised performances   Consider how you will restrict and minimise the number of external visitors to the setting by rearranging as many visits, meetings, reviews etc as possible visits, and avoid visitors from entering their premises as much as possible, as well as additional internal and external signage. |  |  |  |
| Rearrange all visits, meetings, reviews etc and avoid visitors from entering your premises as much as possible. You may want to create a visual for your front door / reception area or a leaflet |  |  |  |
| * Think about providing signage and floor markings in key areas such as entrances and exits to try maintaining social distancing between parents and staff |  |  |  |
| * Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) |  |  |  |
| * Consider working with parents or carers to see if they could wear face coverings when dropping off and collecting if it is challenging to ensure social distancing at entrances. |  |  |  |
| * Although New FSA guidance reassures consumers that food risks from coronavirus (COVID-19) remain low, you must ensure you maintain high standards for the preparation and serving of food. | [Guidance for food businesses on coronavirus (COVID-19](https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19)) and [Food Safety Standards News](https://www.food.gov.uk/news-alerts/news/fsa-publishes-guidance-for-consumers-on-coronavirus-covid-19) |  |  |
| * Decide which activities will be delivered |  |  |  |
| * consider which learning/play activities could take place outdoors and outdoor play space |  |  |  |
| * use the timetable and selection of classroom or other learning environment to reduce movement around the childcare provision or building |  |  |  |
| * plan parents’ drop-off and pick-up protocols that minimise adult to adult contact |  |  |  |
| **Ventilation:**  **General ventilation –** Ensure as far as reasonably practical for an adequate supply of fresh air in your setting. Good ventilation can help reduce the risk of spreading coronavirus, so focus on improving general ventilation, preferably through fresh air or mechanical systems.   * Identify if you need additional ventilation to increase air flow in all or parts of your workplace * Fresh air is the preferred way of ventilating your workplace so opening windows and doors (that are not fire doors) can help. This also reduces the need for people to touch doors. * If you need additional ventilation provide it, eg mechanical ventilation, desk fans, air movers etc * Switch heating ventilation and air conditioning (HVAC) systems to drawing in fresh air where they can be, rather than recirculating air   Also consider if you can improve the circulation of outside air and prevent pockets of stagnant air in occupied spaces. You can do this by using ceiling fans or desk fans for example, provided good ventilation is maintained. | [HSE Ventilation and air conditioning during the coronavirus (COVID-19) pandemic](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm) |  |  |
| Decide the approach to enhance hygiene (for example, toilet use, hand washing, hand sanitizer)   * Will you need more sanitiser points internally and externally? * Ensure that there are hand sanitisers available at key points such as entrances and exits. * Do you have enough lidded bins in low risk areas for disposal of gloves/tissues etc |  |  |  |
| Decide on policy related to usually shared items (for example, books, toys, practical equipment) and purchase a handheld non-contact thermometer |  |  |  |
| **PPE:** Update hygiene policy with regards to PPE in line with Government/Public Health guidance.   * Plan and decide for the cases where personal protective equipment (PPE) supplies may be needed: * if your staff provide intimate care for any children or young people * for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. * when unable to maintain social distance * parents/carers dropping off and collecting children   Look at the possibility of joining up with other childcare providers to purchase together and share. |  |  |  |
| * Plan how you will safely dispose of any used PPE items |  |  |  |
| * Please review the Policy prompt documents created to assist providers in updating their health & safety policies, which should be used alongside Government guidance. Settings are advised to share any revised policies with their parents. | [Early Years Policies and Procedures](https://thehub-beta.walthamforest.gov.uk/earlyyearpoliciesandprocedures) |  |  |
| * Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures (for example, food suppliers, grounds maintenance, transport providers), including when in your childcare provision. |  |  |  |
| * Consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously |  |  |  |
| * Decide what an enhanced cleaning schedule looks like and how it will be implemented in your childcare provision (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies. |  |  |  |
| * remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) |  |  |  |
| * make arrangements for regular cleaning of surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal |  |  |  |
| * Consider how you will maintain social distancing – Where the physical layout of a setting does not allow small groups of children to be kept at a safe distance apart, practitioners must exercise judgement in ensuring the highest standards of safety are maintained. In some cases, it may be necessary for providers to introduce a temporary cap on numbers to ensure that safety is prioritised. |  |  |  |
| * It is still important to reduce contact between people as much as possible, and we can achieve that and reduce transmission risk by ensuring children and staff where possible, only mix in a small, consistent group and that small group stays away from other people and groups. |  |  |  |
| * Work with your catering supplier to ensure meals are available for all children in childcare provision and have alternative arrangements in place should catering arrangements be affected by staff sickness etc |  |  |  |
| * remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere |  |  |  |
| **Journeys/transport:** Currently (Nov 2020 – Always check the latest DFE guidance), journeys should only be made:   * for education or childcare * for work purposes * to exercise outdoors or visit an outdoor public place * for visiting venues that are open * for a medical reason, such as taking someone to hospital * If it is necessary to travel, settings are encouraged to walk where possible, and to plan ahead and avoid busy times and routes on public transport. This will allow settings to maintain social distancing while travelling. * If it is necessary for a childminder to pick up or drop off a child at school and walking is not practical, then a private vehicle for single household use is preferable. Use of public transport should be minimised. * Consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible. Ensure parents are aware of this guidance. | [Coronavirus (COVID-19): safer travel guidance for passengers](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers) |  |  |
| * You will need to ensure staff to child ratios are tailored to the requirements due to social distancing (i.e. fewer children in a room) and changing pupil mix and support requirements |  |  |  |
| * Evaluate what additional support you need to implement social distancing measures in your setting |  |  |  |
| * Develop links with your local Early Years providers and consider opportunities to put secondment arrangements in place to temporarily transfer staff if you are experiencing difficult in meeting staff: child ratios |  |  |  |
| * Update behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to school staff, students and parents |  |  |  |
| * Tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the [COVID-19: guidance for households with possible coronavirus infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)) |  |  |  |
| * Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend |  |  |  |
| * Familiarise yourself with the current guidance about should educational settings ask parents to report pupils’ temperatures at the start of each day? |  |  |  |
| * Consider introducing a plan that on entry every day parents are asked a series of questions to help assess risk i.e. relating to them and their children’s health and contact with people who may be infected or Critical care worker (as per Government definition) Please be aware of changing list of symptoms |  |  |  |
| * Update yourself on the symptoms associated with Covid-19 e.g. high temperature, new persistent cough, loss or change of sense of smell or taste and raise awareness in your setting and with parents |  |  |  |
| * Familiarise yourself with the current guidance for what you must do if a child or staff member develops COVID19 symptoms whilst in the setting. Consider how you will ensure that a child with symptoms can be safely cared for away from other children, ideally in a separate room, whilst awaiting collection. * Also ensure that parents and carers are aware of your policy if a child in the setting develops a symptom of covid19 and the requirement that they will need to self-isolate and follow government guidelines of self-isolation and testing |  |  |  |
| * Familiarise yourself with the current guidance for what you must do if a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature | Follow the [COVID-19: cleaning of non-healthcare settings guidance.](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)  Follow the **LATEST** Ofsted Registered Early Year’s and Childcare provision – Process flowchart here: <https://thehub-beta.walthamforest.gov.uk/guidancesuspectedcases> |  |  |
| * Familiarise yourself with the current guidance for what needs to be done if there is a confirmed case of coronavirus in a setting, including who you need to contact and notify (Department for Education, Waltham Forest Public Health team and Ofsted) * Also ensure that parents and carers are aware of your policy if a child in the setting develops a symptom of covid19 and the requirement that they will need to self-isolate and follow government guidelines of self-isolation and testing | <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963510/2020208_actions_for_early_years_and_childcare_providers.pdf>  [LBWF Guidance - COVID 19 Suspected and Confirmed cases in Education sector](https://thehub-beta.walthamforest.gov.uk/guidancesuspectedcases) |  |  |
| * Familiarise yourself with the current guidance for Testing for Covid-19 | Follow the  [Coronavirus (COVID-19): getting tested](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) |  |  |
| **Reopening buildings** |  |  |  |
| * If buildings have been closed or have had reduced occupancy, water system stagnation can occur due to lack of use. This can increase the risk of Legionnaires’ disease. Advice on safely re-occupying buildings can be found in the Chartered Institute of Building Services Engineers guidance on emerging from lockdown(see link) and review Premises Compliance section below. | * [CIBSE Emerging from lockdown](https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown) . You can download a free guidance booklet for the safe re-opening of buildings after lockdown/closure which covers premises equipment/compliance. Also see below. |  |  |
| **Premises Compliance** |  |  |  |
| * **Air conditioning:** * The risk of air conditioning spreading coronavirus (COVID-19) in the workplace is extremely low as long as there is an adequate supply of fresh air and ventilation. You can continue using most types of air conditioning system as normal. However, your air conditioning systems must have been maintained, tested and inspected as per manufacturers requirements, especially water based air con. Also, if you use a centralised ventilations system that removes and circulates air to different rooms it is recommended that you turn off recirculation and use a fresh air supply. You do not need to adjust air conditioning systems that mix some of the extracted air with fresh air and return it to the room as this increases the fresh air ventilation rate. Also, you do not need to adjust systems in individual rooms or portable units as these operate on 100% recirculation. You should still however maintain a good supply of fresh air ventilation in the room. If you’re unsure, ask the advice of your heating ventilation and air conditioning (HVAC) engineer or adviser. | <https://www.gov.uk/get-your-air-conditioning-system-inspected>  <https://www.cibse.org/coronavirus-covid-19/coronavirus,-sars-cov-2,-covid-19-and-hvac-systems> |  |  |
| * **Water Systems - Legionella risks during the coronavirus pandemic** * If your building was closed or has reduced occupancy during the coronavirus (COVID-19) pandemic, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires’ disease. * You should review your risk assessment and manage the legionella risks when you:   + reinstate a water system or start using it again   + restart some types of air conditioning units   If the water system is still used regularly, maintain the appropriate measures to prevent legionella growth.  Think about things such as:   * Has the building’s heating, ventilation and air conditioning (HVAC) system continued to run its regular schedule or was it turned off or set to “low” prior to the shutdown or reduced occupancy? If a building’s airflow and climate control were limited during the shutdown or reduced occupancy period, it would be unsurprising to discover the presence of mold. * While vacant, has the building water system been circulated or treated? Stagnant water and “dead ends” within water supply lines can result in biofilms and bacterial growth such as Legionella (the cause of Legionnaires’ disease). Assessment of the water system or hyperchlorination would be appropriate; however, be aware that stubborn biofilms often require multiple treatments.   Reduced occupancy or the shutdown of a building or facility can have significant consequences, including building degradation and biological growth, both of which can potentially lead to adverse health effects for returning occupants. As part of your return-to-office plan for COVID-19, or when reopening a building after any prolonged shutdown or reduced use, be sure to first inspect for these potential hazards and, if necessary, follow through with proper inspection, cleaning and other appropriate measures before reopening. | <https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm> |  |  |
| * **Fire Safety,**   Fire safety management plans should be reviewed and checked in line with operational changes.  You should check:   * all fire doors are operational at all times * the fire alarm system and emergency lights have been tested and are fully operational   Carry out emergency drills as normal (following social distancing as appropriate). You should make adjustments to fire drills to allow for social distancing as appropriate.  See <https://www.gov.uk/government/publications/fire-safety-risk-assessment-educational-premises> and <https://www.hse.gov.uk/toolbox/fire.htm> |  |  |  |
| **Equipment**  Identify all equipment and installations that may have missed their planned preventative maintenance, inspection, test or thorough examination - ensure they are maintained/tested/inspected/examined by a competent person before being put back into use  Examples include   * Fire alarms, firefighting equipment and ensuring your FRA is up to date as to how you are currently using the premises. Ensure your fire evacuation plan and processes are adequate and have been amended in line with how you are currently use the premises. <https://www.hse.gov.uk/toolbox/fire.htm> * Portable appliances - Simple user checks should be sufficient to establish the safety of portable appliances such as kettles, microwaves etc, where an existing portable appliance testing (PAT) system * regime is in place. However, use of such appliances should be carefully considered as they present a potential risk of transmission via surface contact. * Emergency exits and Means of escape * Fire doors and emergency exit routes should be checked for obstruction during the lockdown period and that closing or opening mechanisms are still operating correctly. Any changes to escape routes or assembly points may need signage to be changed. * Intruder alarms, security systems etc * Pressure systems (such as electric hot water heaters used for instantaneous hot water or tea making) <https://www.hse.gov.uk/pressure-systems/> * Lifts and lifting equipment, <https://www.hse.gov.uk/work-equipment-machinery/passenger-lifts.htm> * Gas installations and equipment, <https://www.hse.gov.uk/coronavirus/gas-safety/index.htm> * Electrical equipment and installations (Electrical Installation Condition Testing, PAT testing) <https://www.hse.gov.uk/electricity/> * Emergency lighting - Emergency lighting systems must be tested and demonstrated to work fully and effectively, and batteries checked by conducting a full 3 hour test. BS5266-1 Emergency lighting and * BS EN 50172 Escape Lighting. <https://www.firesafe.org.uk/emergency-lighting/> * Water Safety (Legionella) – See separate section above <https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm> * Air conditioning (see separate section) * Lifts and escalators - Passenger lifts and lifting equipment must comply with the Lifting Operations and Lifting * Equipment Regulations 1998 (LOLER) requirements. The maintenance contractor should confirm that the lifts are compliant and fit for service, although their use should be discouraged wherever possible. Further guidance is available from <https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown> * Extraction and ventilation systems <https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm> * Cleaning, hygiene and handwashing to make your workplace COVID-secure <https://www.hse.gov.uk/coronavirus/cleaning/index.htm> * Vehicles, <https://www.hse.gov.uk/workplacetransport/> * Manual handling equipment, <https://www.hse.gov.uk/msd/manual-handling/index.htm> * . Heating systems - Where heating systems have been isolated, annual pre-heating season service checks should be undertaken prior to restarting the system. * Access control & Security systems - These may need to be reviewed to ensure operation is still as expected, or for isolation of certain areas of the building. Timings to operation or occupancy may need to be incorporated into the control system to accommodate staggered or shift working. * Specialist services - Where appropriate, expert advice should be sought in relation to specialist services such as generators, UPS systems, catering equipment, process cooling, fume extract systems etc |  |  |  |
| **Safeguarding** |  |  |  |
| * Ensure all contact details are up to date for staff, governors, 3rd party partners, children and families |  |  |  |
| * Check for revised protocols from your local authority and update safeguarding policy if necessary. Sign up for Waltham Forest’s safeguarding newsletter and attend online safeguarding forums and safeguarding training as appropriate/required. |  |  |  |
| * Consider how you will record children’s absence and assess and report any welfare or safeguarding concerns that may arise as a result |  |  |  |
| * Agree what safeguarding provision is needed in your childcare setting to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as more children return to your childcare provision, including those with problems accessing online offers |  |  |  |
| * Update safeguarding children and other health, safety and welfare policies e.g. * Ill and infectious children * Risk assessments * Health and safety * Administering medicines |  |  |  |
| * Update behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to your staff, students and parents and review uniform expectations. |  |  |  |
| **Out-of-school activities and wraparound childcare** |  |  |  |
| Out-of-school activities and wraparound childcare can also use this re-opening guidance to assist them in undertaking a thorough Risk Assessment of their Ofsted registered care. Please check latest DFE Guidance on the DFE website at all times in case of any updates /changes), also consider the following:   * Settings should continue to undertake risk assessments and implement the system of controls set out in the protective measures for holiday clubs and after-school clubs and other out-of-school clubs for children during the coronavirus (COVID-19) outbreak guidance. Providers of youth services and activities should also refer to the National Youth Agency’s guidance for managing youth sector spaces and activities during COVID-19, where it is relevant to do so. * Face coverings should be used where it is a requirement of the indoor setting and where the teaching, training or activity is taking place in an area in which children aged 11 and over or staff are likely to come into contact with other members of the public (complying with relevant coronavirus (COVID-19) sector guidance). * In addition, face coverings should be worn by adults and children aged 11 and above when moving around the premises, outside of classrooms or activity rooms, such as in corridors and communal areas where social distancing cannot easily be maintained. |  |  |  |
| **Other considerations** |  |  |  |
| * Although there is no concrete evidence regarding specific dietary factors that can reduce risk of acute infections like COVID-19, we all know that eating a healthy diet, being physically active, managing stress, and getting enough sleep are critical to keeping our immune system strong. |  |  |  |
| * Agree approach to any scheduled or ongoing building works. |  |  |  |
| * Ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach. |  |  |  |
| * Ensure staff continue to access the LA’s training information to access appropriate support and advice and training (link to training info on Hub/Traded services) regarding: * Learning & Development * Meeting the needs of children with SEND * Meeting the needs of vulnerable children * Safeguarding * Health & safety * Business & Finance |  |  |  |
| * Think about the possibility of opening during the traditional childcare provision summer holidays (if you are a term time only setting) |  |  |  |

**Financial Sustainability**

|  |  |  |
| --- | --- | --- |
| **What** | **How** | **Who** |
| Financial impact of reduced number of pupils returning from 1 January 2021 | The DfE guidance states that Local authorities should return to the normal funding approach (that is, ‘funding following the child’) for all providers from 1 January 2021. This is in line with the approach announced in July 2020.  The full guidance from the DfE can be found [here](https://www.gov.uk/government/publications/use-of-free-early-education-entitlements-funding-during-the-coronavirus-outbreak/use-of-free-early-education-entitlements-funding-during-coronavirus-covid-19).  Following on from our previous communication in January 2021, where we confirmed that there will be no clawback from the January 2021 FEEE payment made, which was based on the indicative numbers of children taking up an early years place in spring 2020 (as reported in the Feb 2020 schools forum report). We also advised that funding for February and March 2021 will be paid as a minimum funding guarantee (MFG) based on the number of children on roll and the funded hours that you record in the January 2021 census.  Our initial analysis of the census returns submitted have shown that a number of settings will see a reduction in funding in February and March when based on the January 2021 census return. As has been the case all through the pandemic, we are keen to ensure that we support our valued early years sector as much as possible to support the financial sustainability and continuation of your services to the children of Waltham Forest.  As a result, we have reviewed our overall EY DSG budgetary position and are very pleased to be able to advise that we are able to extend the MFG which we provided for the month of January 2021 to the end of the spring term (for February and March 2021). We appreciate how busy you all are, however, in order for us to be able to make this payment to you, we require an up to date headcount return from each setting. Once we have your completed Headcount return, we will fund each Early Years Provider on the higher of the following:   1. Original funding allocation as reported in the Feb 2020 schools forum report (The indicative budgets can be found in Appendix B at the following link: <https://thehub-beta.walthamforest.gov.uk/sites/default/files/2020-11/Appendix_B_2020-21.pdf> 2. Updated spring 2021 Headcount return (actual attendance data)   As a result of this further analysis, the minimum funding guarantee for all settings that are open during the spring term 2021 will be based on the higher of either the budget in the Schools Forum Report or the actual hours delivered in the Spring 2021 term.  Settings will be updated in relation to summer 2021 term funding via email and communications on The Hub. Current guidance from the DfE states the early years DSG funding allocations for the 2021 summer term will be in line with their approach for spring term, that they will continue the normal funding process from 1 January, and use the January 2021 census count to drive funding allocations for the 2021 summer term. If this changes, providers will be notified though email and the Hub newsletter. | Early Years Childcare and Business Development (EYCBD) Service – Early Years Finance & Business Manager |
| **Coronavirus Job Retention Scheme**   * The long-term financial impact on settings, particularly day care settings, whose private income will reduce if pupil numbers reduce. * Review financial planning and ensure the settings are accessing all possible government grant funding schemes eg. Coronavirus Job Retention Scheme. | The Coronavirus Job Retention Scheme has been extended until 30 September 2021. [Find out more about how the scheme is changing](https://www.gov.uk/government/publications/changes-to-the-coronavirus-job-retention-scheme).  Claims for furlough days in February 2021 must be made by 15 March 2021.  You can no longer submit claims for claim periods ending on or before 31 October 2020.  Providers should note that the guidance on Early Years providers’ access to the Coronavirus Job Retention Scheme (CJRS) has been updated to reflect the approach to funding in the spring term, to take account of the position of any providers who see reductions in entitlements funding as a result. Latest guidance can be found [here](https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care) |  |
| Short-term cashflow issues if there is a time-lag in receiving grant funding from central government eg. CRJS, small business grants | LA is continuing to pay setting monthly FEEE grant at the start of the month (instead of the usual mid-month) throughout the spring term to assist with cashflow. | Early Years Childcare and Business Development (EYCBD) Service – Early Years Finance & Business Manager |

**Sufficiency of places/ Access to local provision**

|  |  |  |
| --- | --- | --- |
| **What** | **How** | **Who** |
| Closure or partial closure of childcare provision. | If a setting decides to close or reduce capacity due to Covid, you must complete a COVID 19 ACTION PLAN FOR CLOSED SETTINGS which is available on the HUB at <https://thehub-beta.walthamforest.gov.uk/guidancesuspectedcases>  The DfE guidance states that local authorities should not fund providers which are closed without a public health reason.  Therefore, no FEEE payments will be made to settings that remain closed for non-public health related reasons.  Settings must contact LA’s Early Years Childcare and Business development Service in the case of a closure/partial closure to provide any details of numbers of parents requiring alternative provision to enable our team to seek alternative places for these children in settings that are open within the vicinity of the closed setting | Early Years Childcare and Business Development (EYCBD) Service – Communication and Participation Manager |
| Change in demographics due to the current financial climate may lead to a higher level of unemployment, which could lead to a reduction in the number of parents entitled to the extended 3&4 year old places and increase the number of children entitled to receiving a 2 year old FEEE place | Setting may need to review childcare offer to meet changing demands |  |